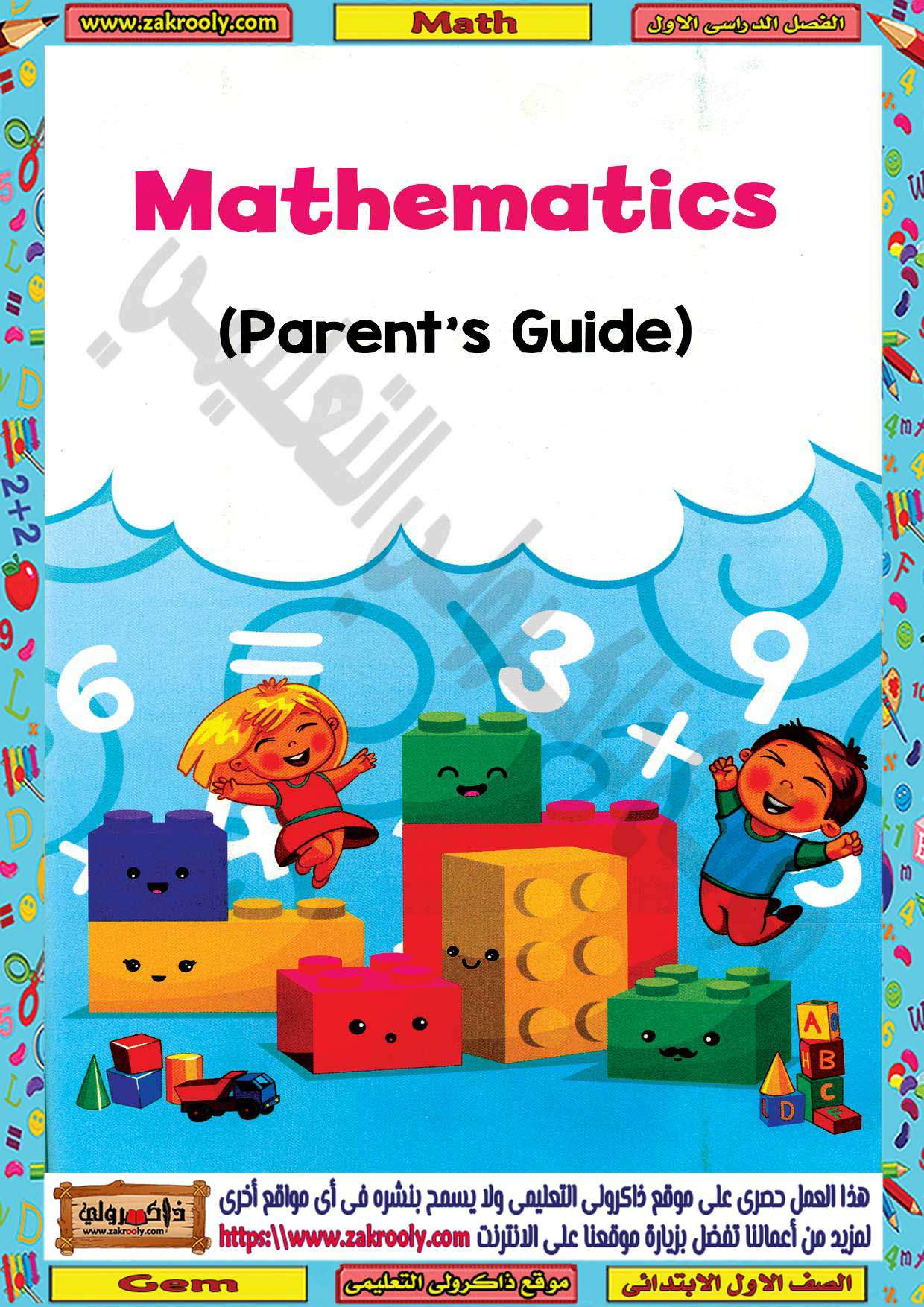
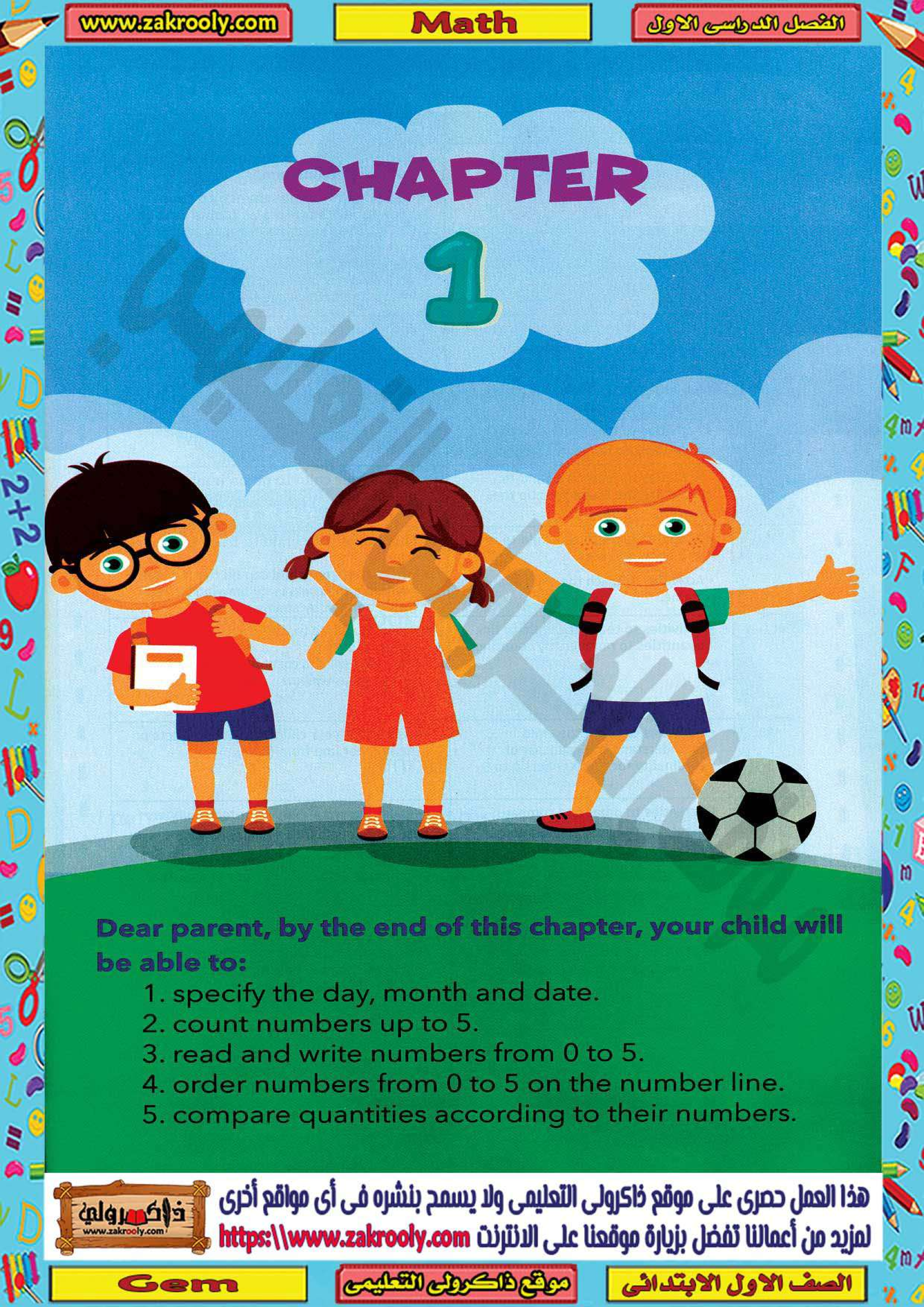


Mathematics

(Parent's Guide)

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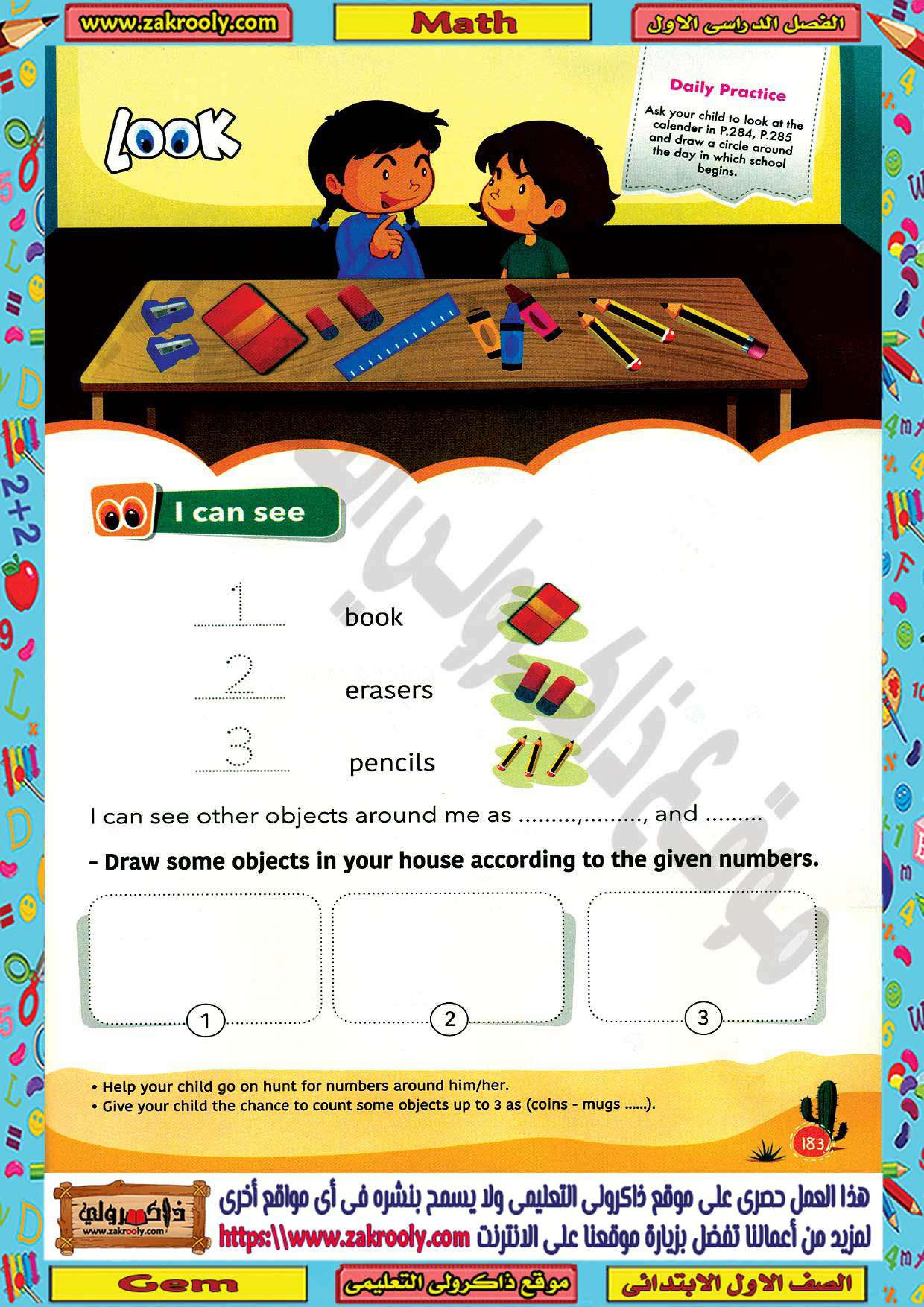


CHAPTER 1

Dear parent, by the end of this chapter, your child will be able to:

1. specify the day, month and date.
2. count numbers up to 5.
3. read and write numbers from 0 to 5.
4. order numbers from 0 to 5 on the number line.
5. compare quantities according to their numbers.

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I can see

1 book

2 erasers

3 pencils

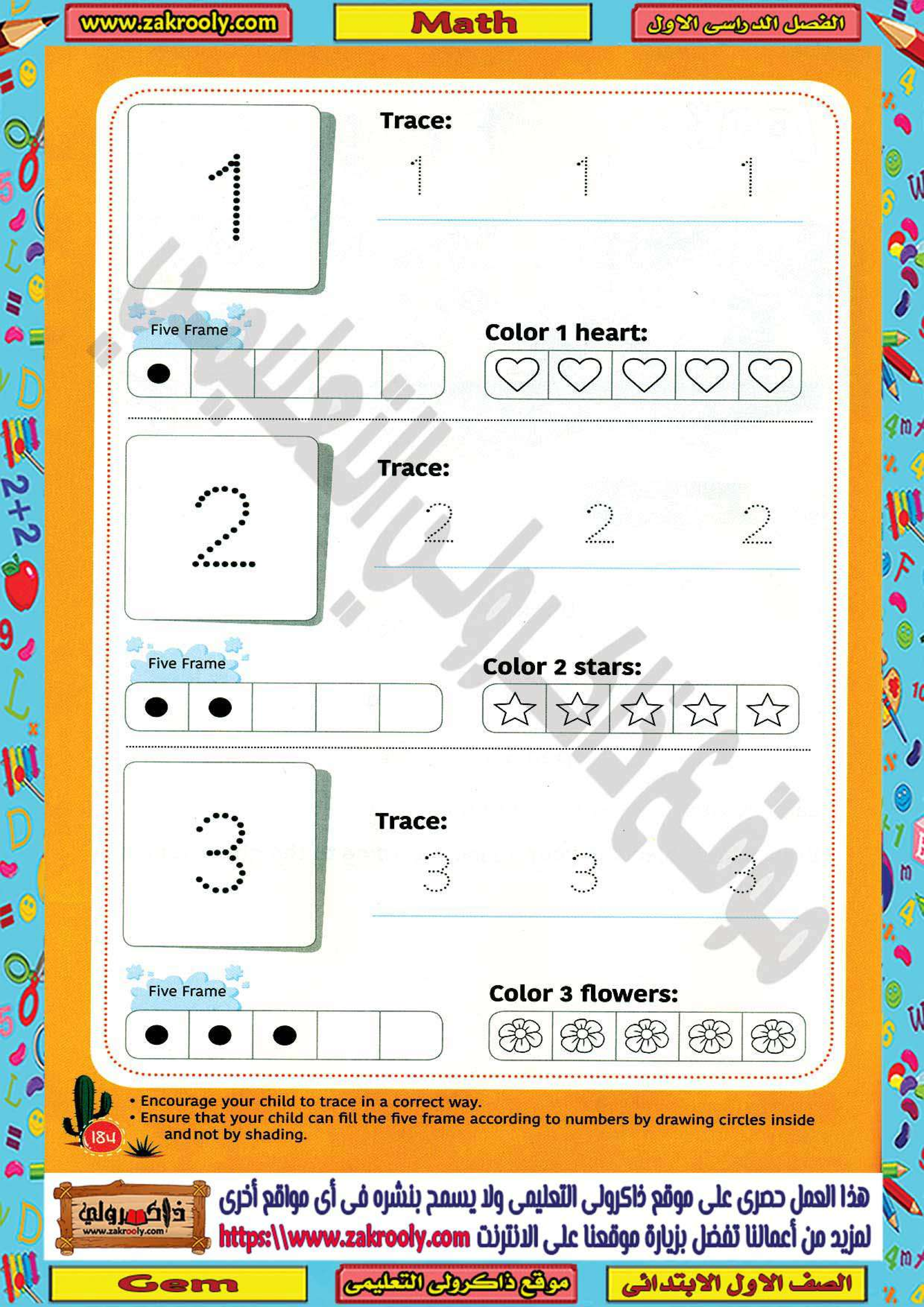
I can see other objects around me as ....,........, and ....

- Draw some objects in your house according to the given numbers.

① ② ③

- Help your child go on hunt for numbers around him/her.
- Give your child the chance to count some objects up to 3 as (coins - mugs ......).

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Trace:

1 1 1

Five Frame

Color 1 heart:

Trace:

2 2 2

Five Frame

Color 2 stars:

Trace:

3 3 3

Five Frame

Color 3 flowers:

- Encourage your child to trace in a correct way.
- Ensure that your child can fill the five frame according to numbers by drawing circles inside and not by shading.

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1- Match the number with its "Five Frame":

1 2 3

2- Count and write the number:

Object	Number
Cars	
Toys	
Animals	

I discovered that:

I can count numbers up to 3

1 2 3

- Encourage your child to count objects around him/her.
- Encourage your child to see and touch numbers in life.
- Ensure that your child can count objects up to 3.



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I can see

4 flowers.

5 birds.

• Trace to complete:

I have 1 sister.

We are 2 brothers.

There are 3 , 4 and 5

• Assist your child to go on hunt for objects up to 5 around him/her and count them.

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4

Trace:

4 4 4

Five Frame

●	●	●	●	

Color 4 cars:

5

Trace:

5 5 5

Five Frame

●	●	●	●	●

Color 5 trees:

- Encourage your child to trace in a correct way.
- Ensure that your child can fill the five frame according to numbers by drawing circles inside and not by shading.

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1- Count and match:

2- Count the dots on the ladybugs, then match and trace:

5 3

4 1

2

- Guide your child to count objects up to 5 around him/her.
- Assist your child to count objects that he can't touch as window panels and other objects in the house.

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Daily Practice

Ask your child to circle the day he/she passed in school in the number chart to 100 (hundred chart) at P. 283

3- Color the set with 5 objects:

I discovered that:

I can count 4 and 5 objects.

Complete:

The [dog] has 4 legs, the [cat] has 4 legs.

• Encourage your child to see and touch numbers in the enviroment as (birds - flowers - balls ......).

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LOOK

Finish

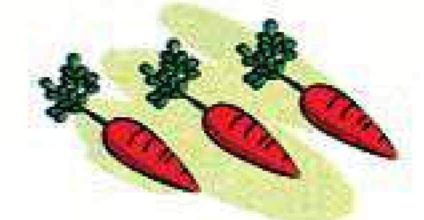
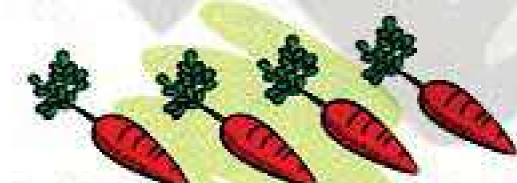
0 1 2 3 4 5

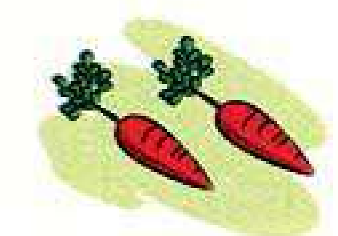
I can see

The smallest → The largest

0 1 2 3 4 5

Count and complete:

 .... more than/ less than  ....

 .... more than/ less than ....



- Ensure that your child can count objects from (0 - 5) on the number line.
- Assist your child to recognize number 0.



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Trace:

0 0 0

Five Frame

Circle number (0):

0	2	3	0	1

1- Fill in the five frame according to the given numbers:

2 3 5

2- Jump on the number line to reach the given number:

1
0 1 2 3 4 5 6 7 8 9 10

2
0 1 2 3 4 5 6 7 8 9 10

3
0 1 2 3 4 5 6 7 8 9 10

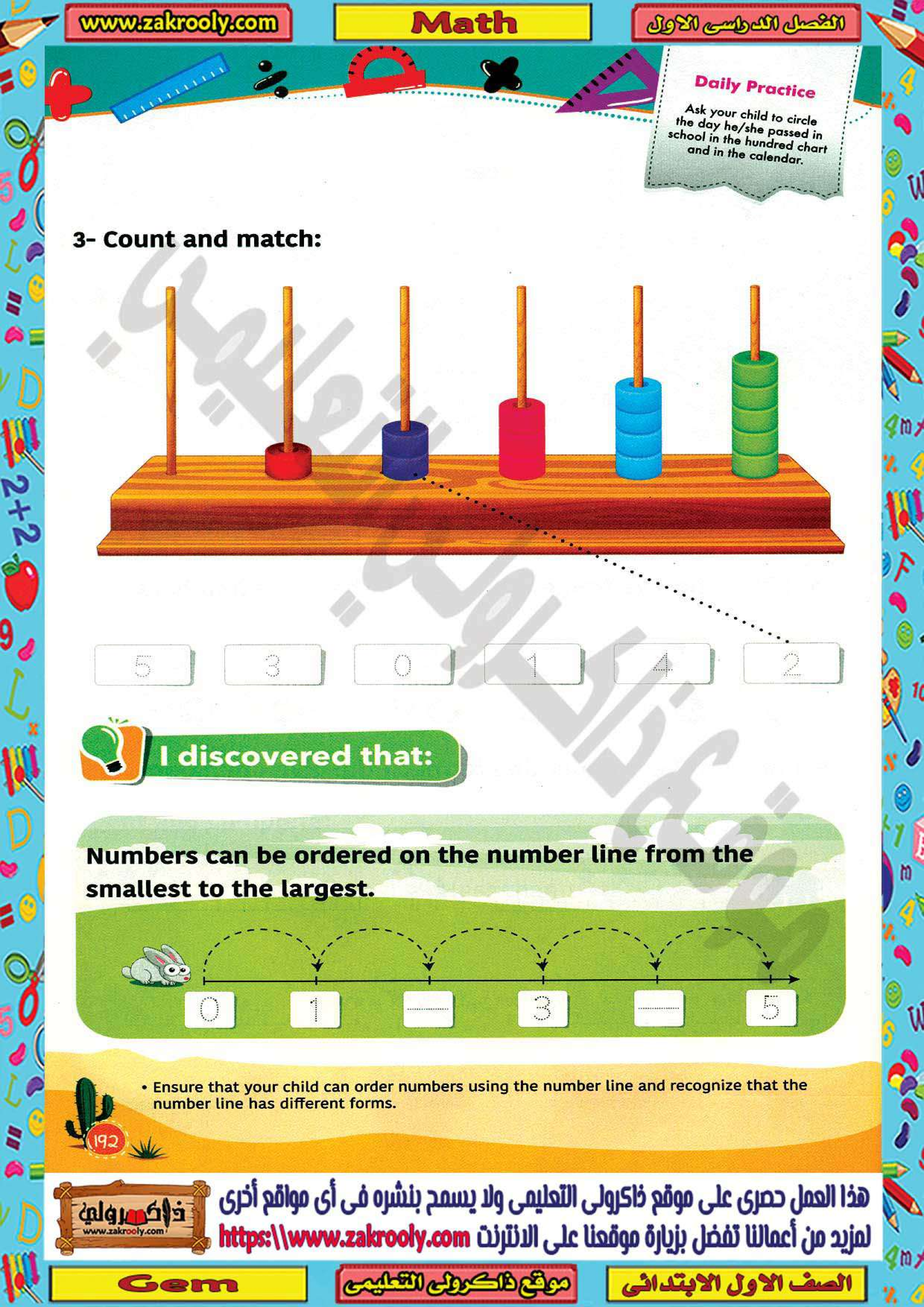
4
0 1 2 3 4 5 6 7 8 9 10

- Ensure that your child can order numbers using the number line and jump together to reach numbers.
- Encourage your child to trace in a correct way.



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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

3- Count and match:

5 3 0 1 4 2

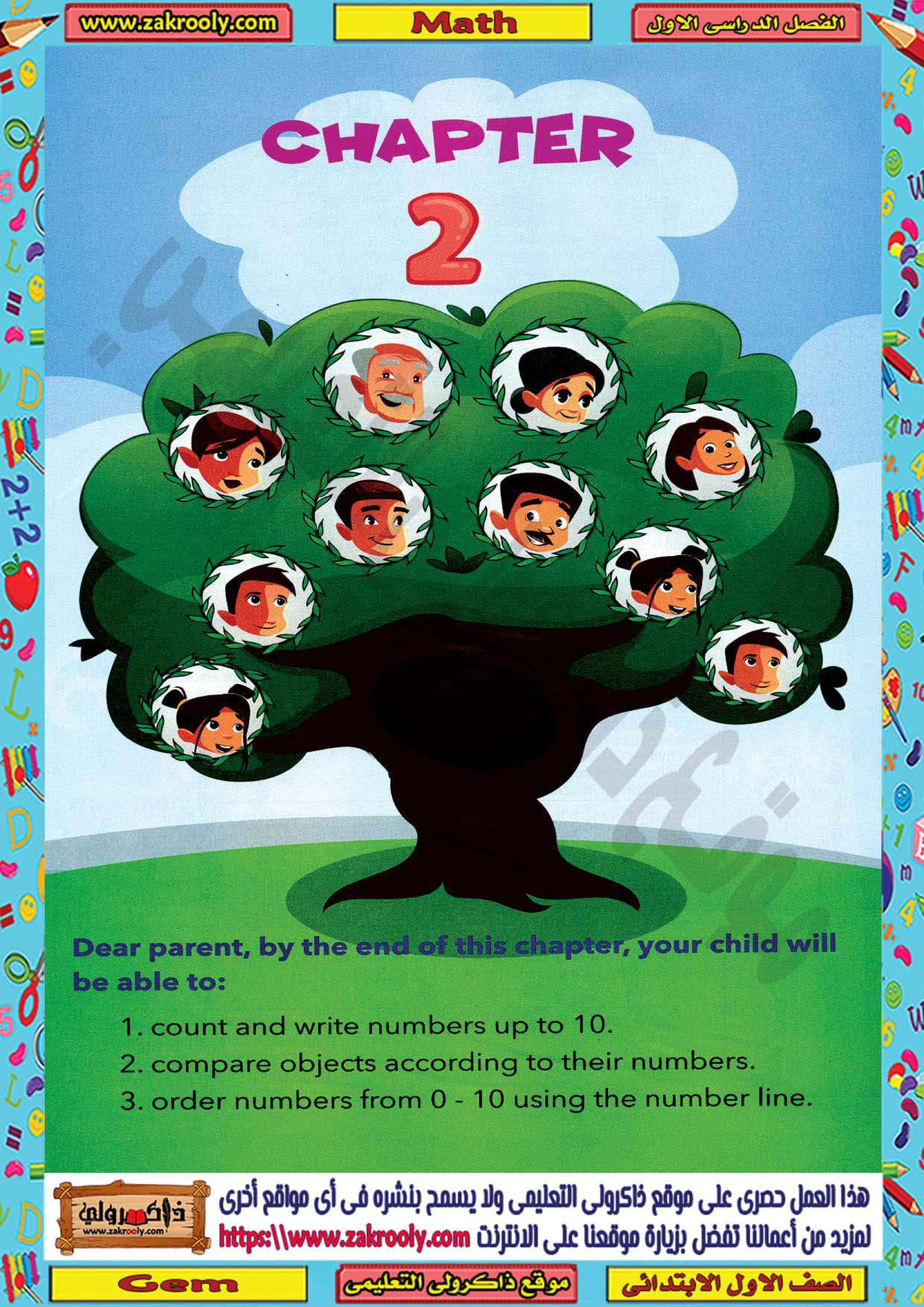
I discovered that:

Numbers can be ordered on the number line from the smallest to the largest.

0 1 ___ 3 ___ 5

- Ensure that your child can order numbers using the number line and recognize that the number line has different forms.

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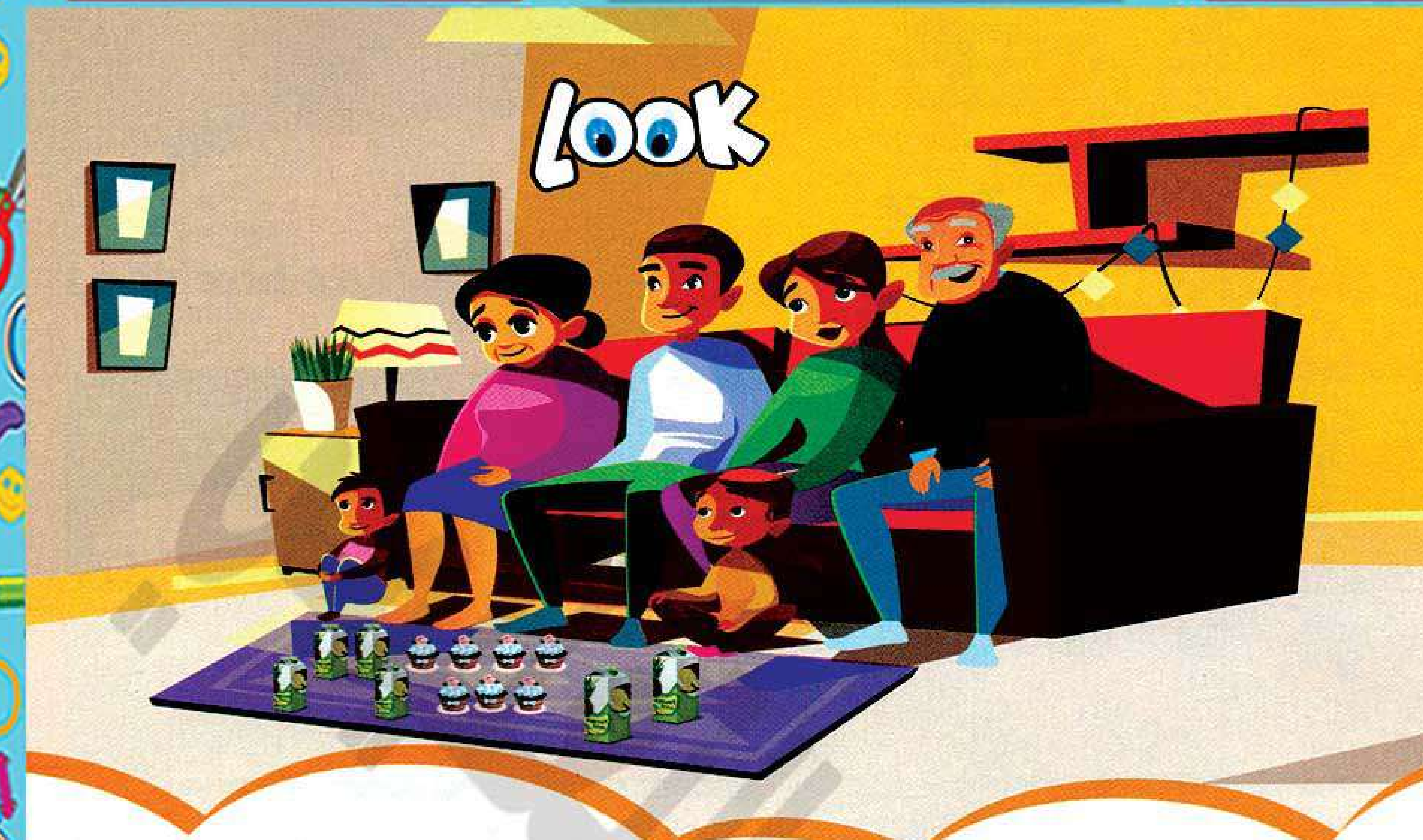


CHAPTER 2

Dear parent, by the end of this chapter, your child will be able to:

1. count and write numbers up to 10.
2. compare objects according to their numbers.
3. order numbers from 0 - 10 using the number line.

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• We are 6 in the room.

Let's practice counting the things around us.

How many?



7 cupcakes.



6 juice boxes.



• Encourage your child to count in correct order.
• Ensure that your child didn't miss a number while counting.





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6

Trace:

6 6 6

Ten Frame

Circle 6 dots:

7

Trace:

7 7 7

Ten Frame

Color 7 objects:

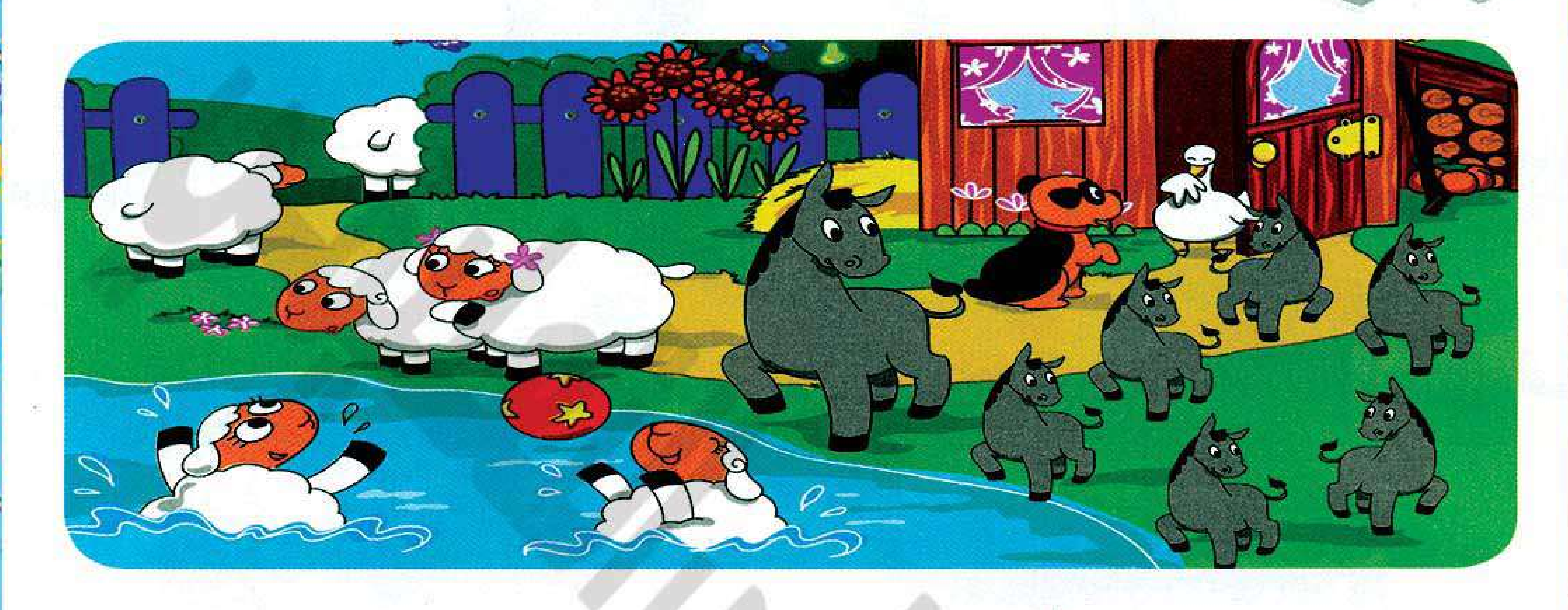
- Encourage your child to trace in a correct way.
- Ensure that your child can fill the ten frame according to numbers by drawing circles inside and not by shading.
- Encourage your child to count objects.

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Daily Practice

Ask your child to look at the calendar and draw a circle around his/her birthday.

Look and answer:



• How many horses? ....

• How many sheep? ....

• The number of sheep is (more than / less than) the number of horses.

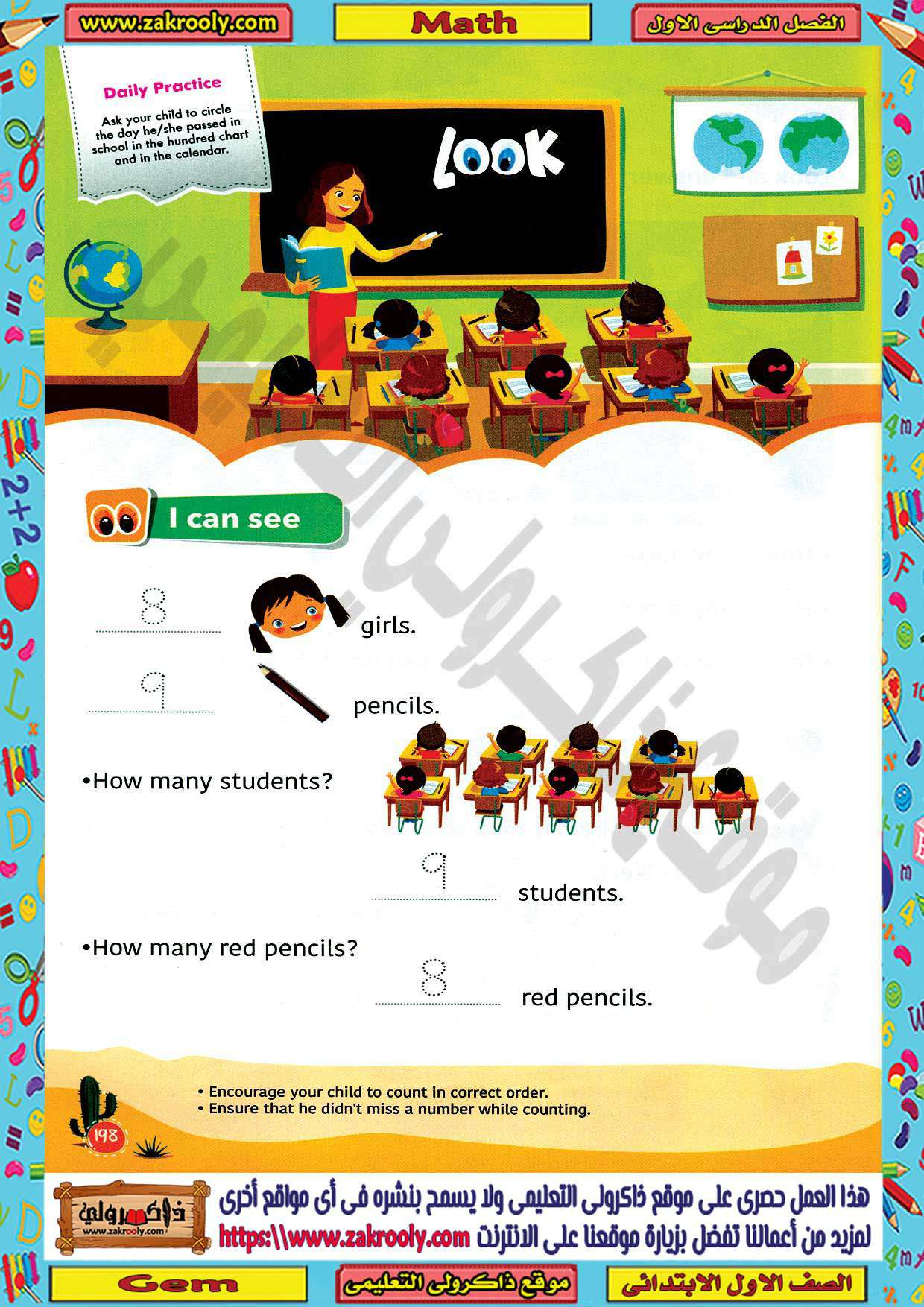




• Give your child a pile of objects, such as beads and some cubes, and assist him/her to count them. Then ask him/her to tell you which object has the most and which object has the least.




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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

I can see

8 girls.

9 pencils.

•How many students?

9 students.

•How many red pencils?

8 red pencils.

• Encourage your child to count in correct order.
• Ensure that he didn't miss a number while counting.

هذا العمل حصرى على موقع ذاكرولى التعليمى ولا يسمح بنشره فى أى مواقع أخرى
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8

Trace:

8 8 8

Ten Frame

Draw 8 objects:

9

Trace:

9 9 9

Ten Frame

Count and write the number:

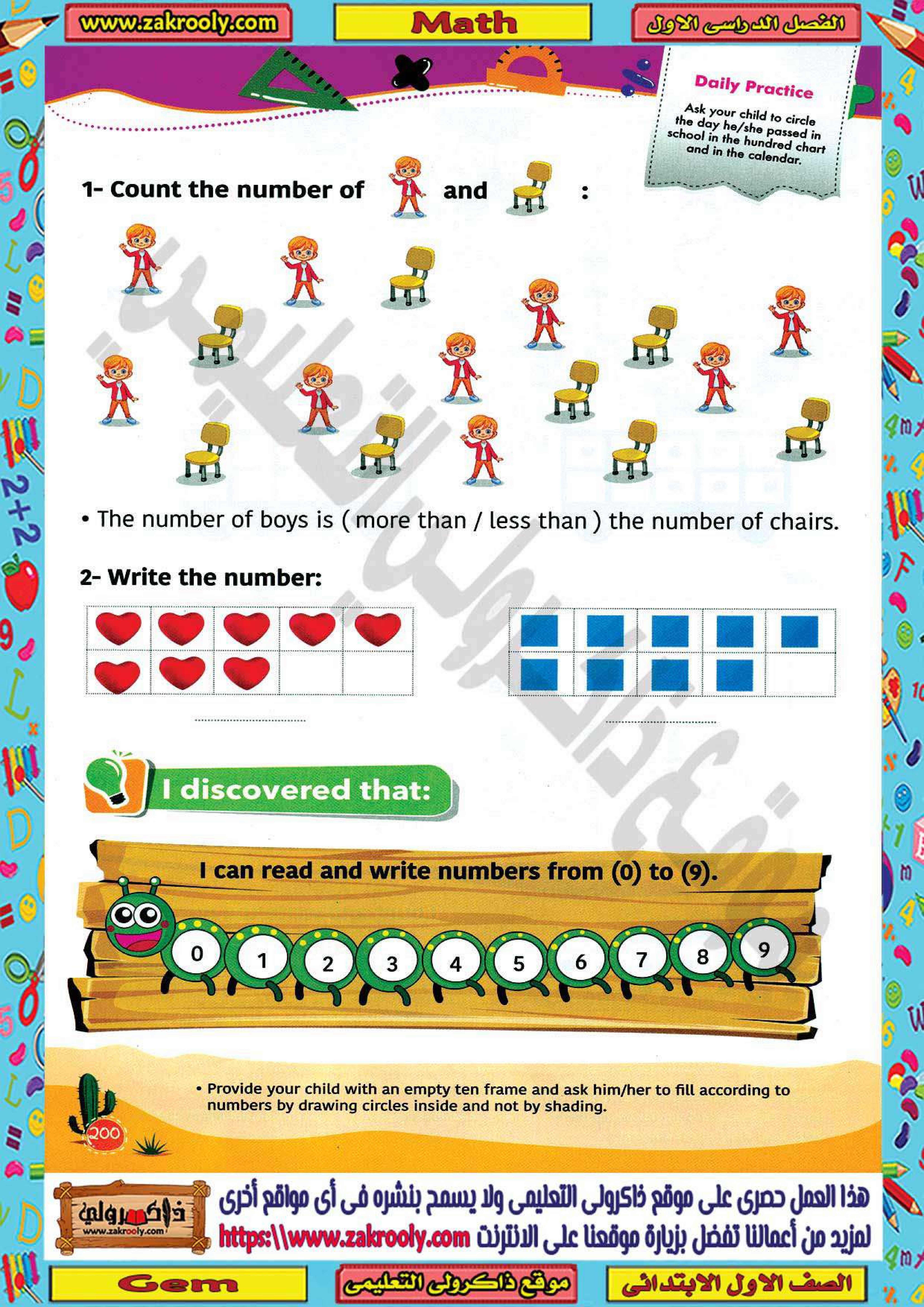
....

- Ensure that your child can trace in a correct way.
- Ensure that your child can fill the ten frame according to numbers by drawing circles inside and not by shading.
- Help your child count objects.



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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

1- Count the number of [boy] and [chair] :

• The number of boys is (more than / less than) the number of chairs.

2- Write the number:

....

I discovered that:

I can read and write numbers from (0) to (9).

• Provide your child with an empty ten frame and ask him/her to fill according to numbers by drawing circles inside and not by shading.

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I can see

0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

10 cats

Trace and complete the missing numbers:

0 | ...... | 2 | ...... | 4 | ...... | ...... | 7 | ...... | ...... | ......

- Encourage your child to count some objects around him/her.
- Ensure that your child can know that as long as numbers move forward on the number line they are going larger.

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10

Trace:

10 10 10

Ten Frame

Circle 10 presents:

1- Write the numbers in order:

4	9	6	2	8
5	3	10	1	7

- Guide your child trace in a correct way.
- Assist your child to count some objects up to 10 in his/her home.



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Daily Practice

Ask your child to circle numbers from (1 - 10) in the hundred chart.

2- Count and circle the right number:



10 6 8



6 7 5

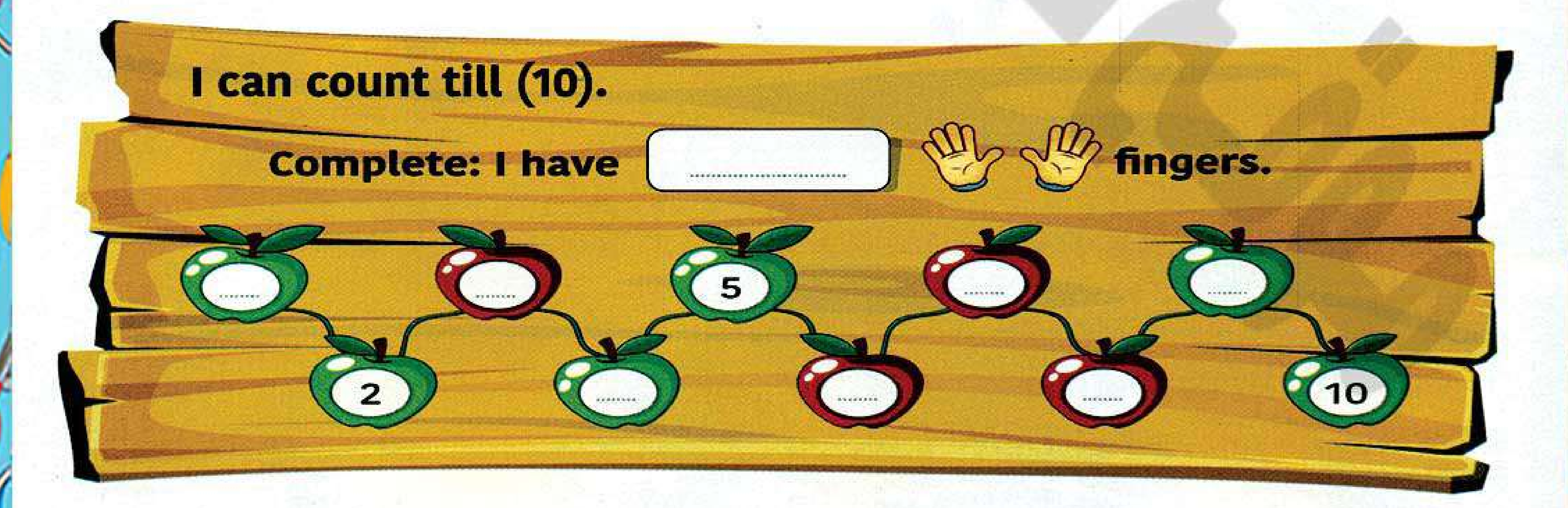


8 7 9

6 9 8

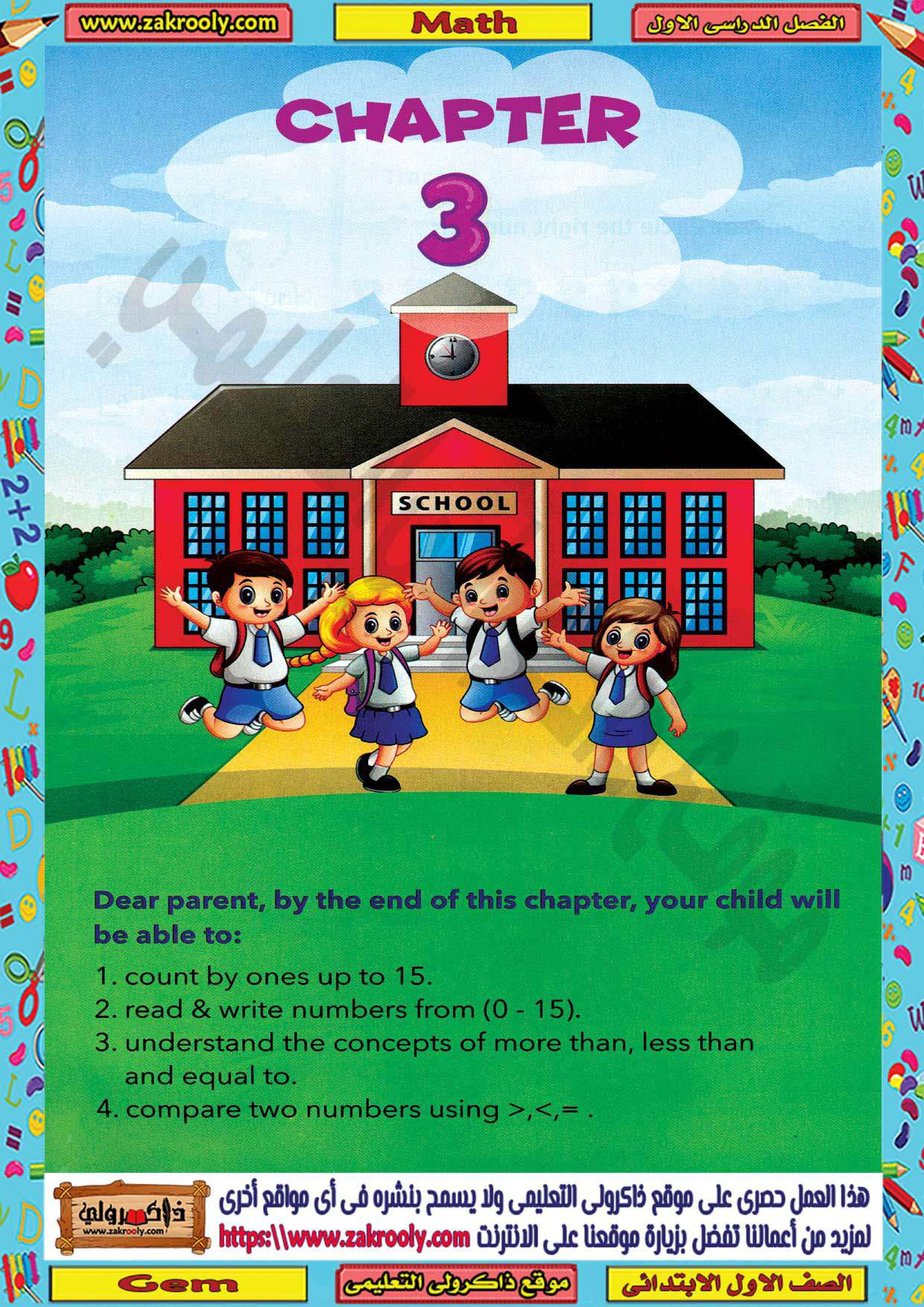




- Ask your child to organize numbers in order.
- Give your child extra manipulatives to count such as beads or beans.




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CHAPTER 3

Dear parent, by the end of this chapter, your child will be able to:

1. count by ones up to 15.
2. read & write numbers from (0 - 15).
3. understand the concepts of more than, less than and equal to.
4. compare two numbers using >,<,= .

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LOOK

I can see

11 pieces of chocolate.

12 lollipops.

13 jelly beans.

- **Complete, then choose:**

0 ...... 2 .... 5 .... 9 .... 12 ......

4 is more than / less than 7

13 is more than / less than 12

- Encourage your child to count in a correct order.
- Pick a number between 1 and 13, ask your child to guess the number, then tell him/her if your number was greater than or less than his guess. Does your child keep trying to guess until he gets your number?

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11

Trace:

11 11 11

Color to show the number 11 on:

Ten Frame

11 .... is made up of

11 → 10, 1

.... ten

.... one

12

Trace:

12 12 12

Show the number 12 on:

Ten Frame

12 .... is made up of

12 → 10, 2

.... ten

.... ones

- Encourage your child to trace in a correct way.
- Ensure that your child can fill the ten frame according to the given numbers by drawing circles inside and not by shading.

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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

13

Trace:

13 13 13

Show the number 13 on:

Ten Frame

13 .... is made up of

13 → 10 .... ten

13 → 3 .... ones

1- Count and write the numbers:

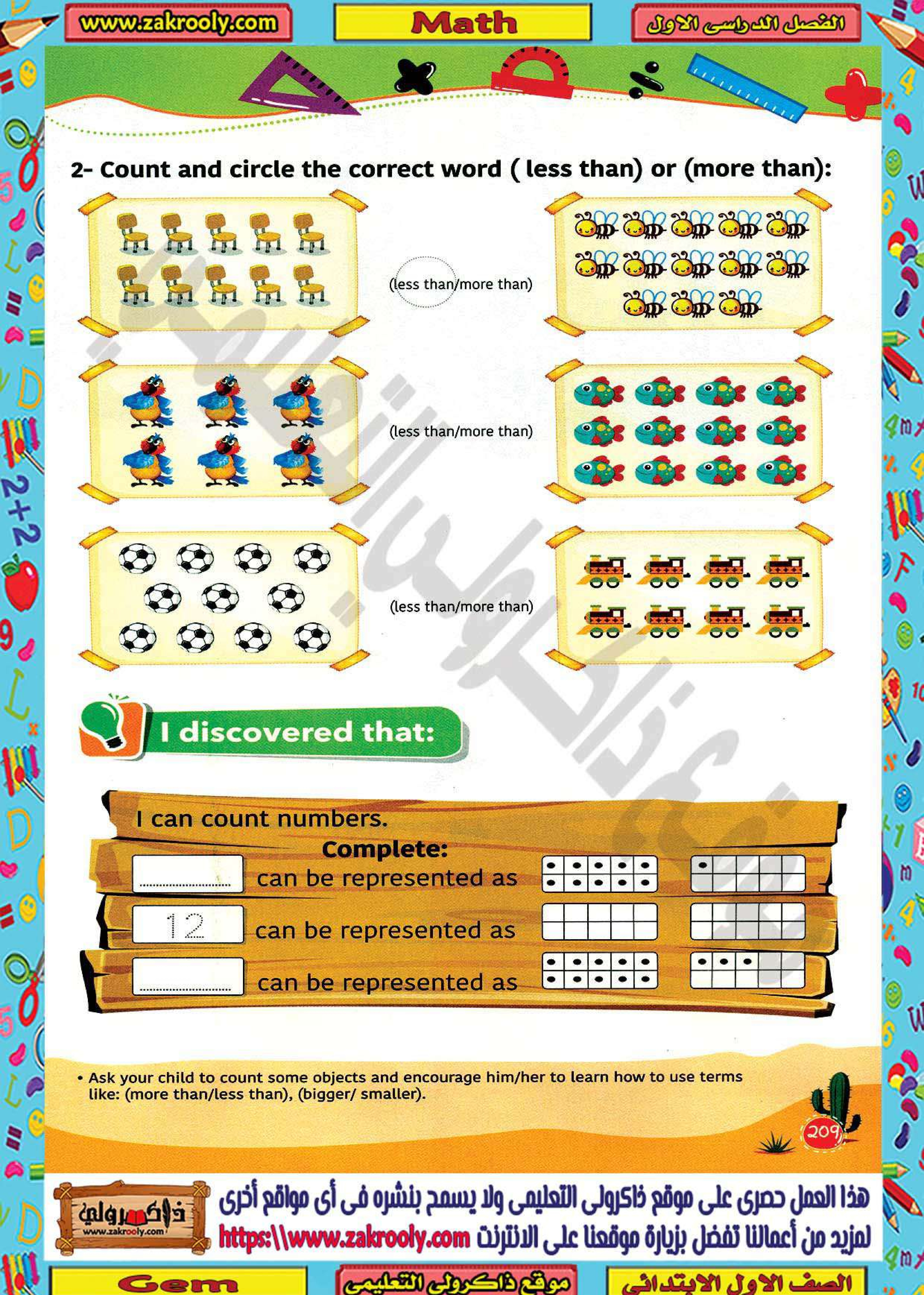
....

....

- Encourage your child to trace in a correct way.
- Ensure that your child can trace correctly and fill in the ten frame to show 13 by filling all the first frame and three squares only of the second frame.



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2- Count and circle the correct word (less than) or (more than):

(less than/more than)

(less than/more than)

(less than/more than)

I discovered that:

I can count numbers.

Complete:

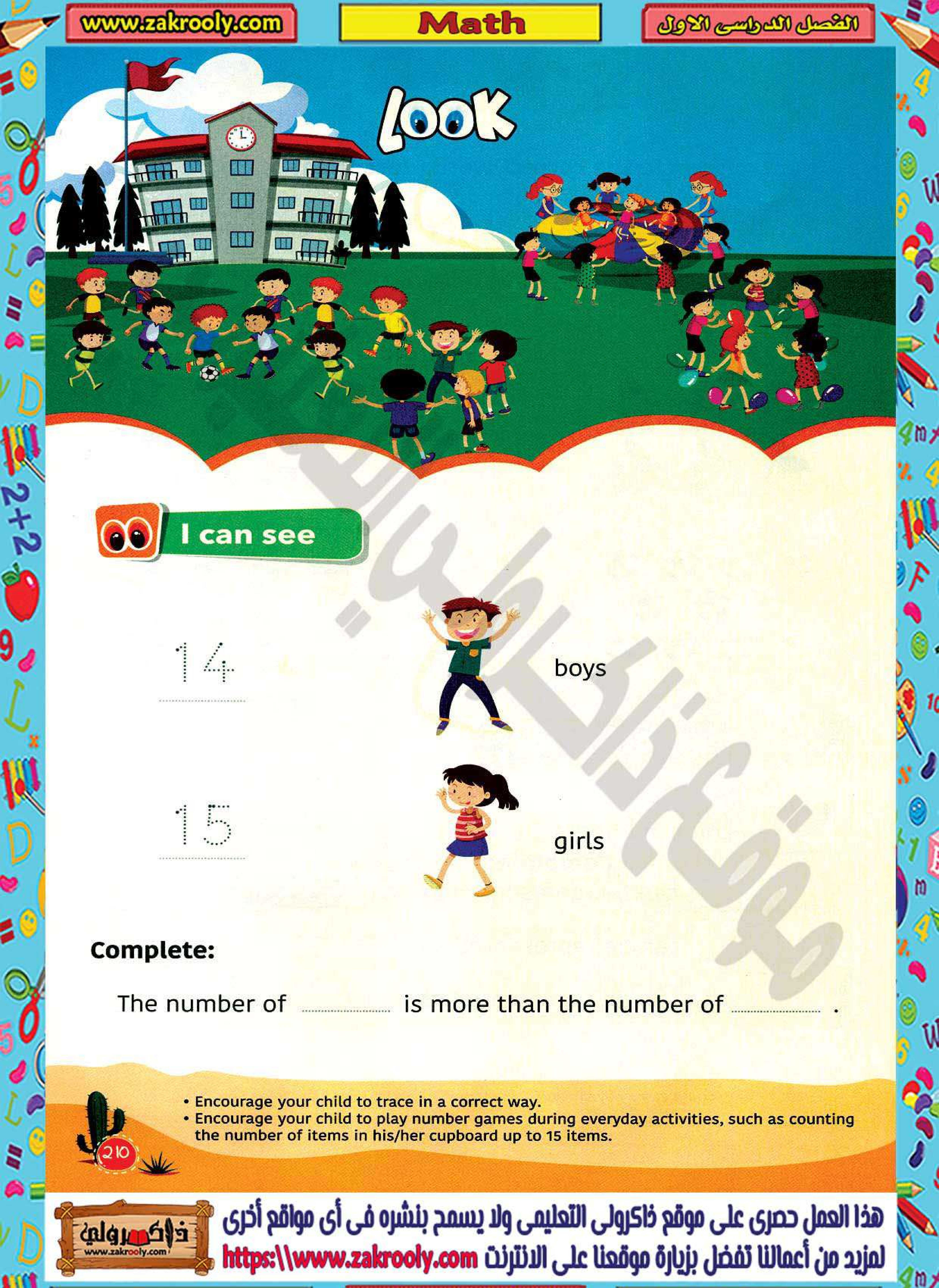
.... can be represented as

12 can be represented as

.... can be represented as

• Ask your child to count some objects and encourage him/her to learn how to use terms like: (more than/less than), (bigger/ smaller).

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I can see

14 boys

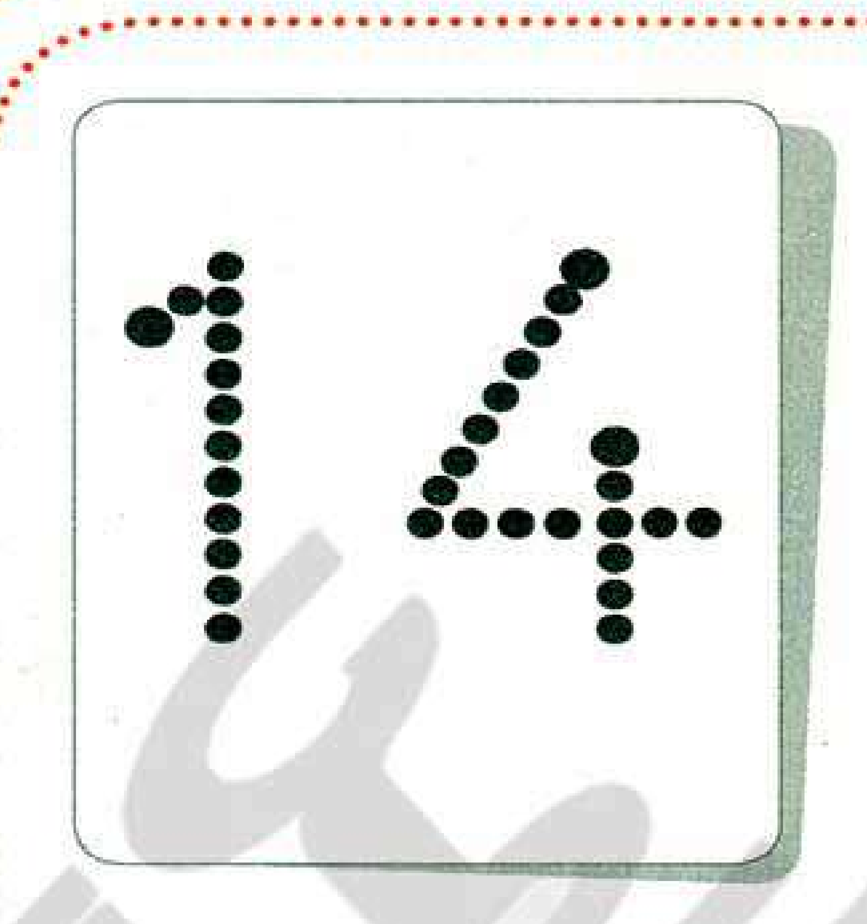
15 girls

Complete:

The number of .... is more than the number of ....

- Encourage your child to trace in a correct way.
- Encourage your child to play number games during everyday activities, such as counting the number of items in his/her cupboard up to 15 items.

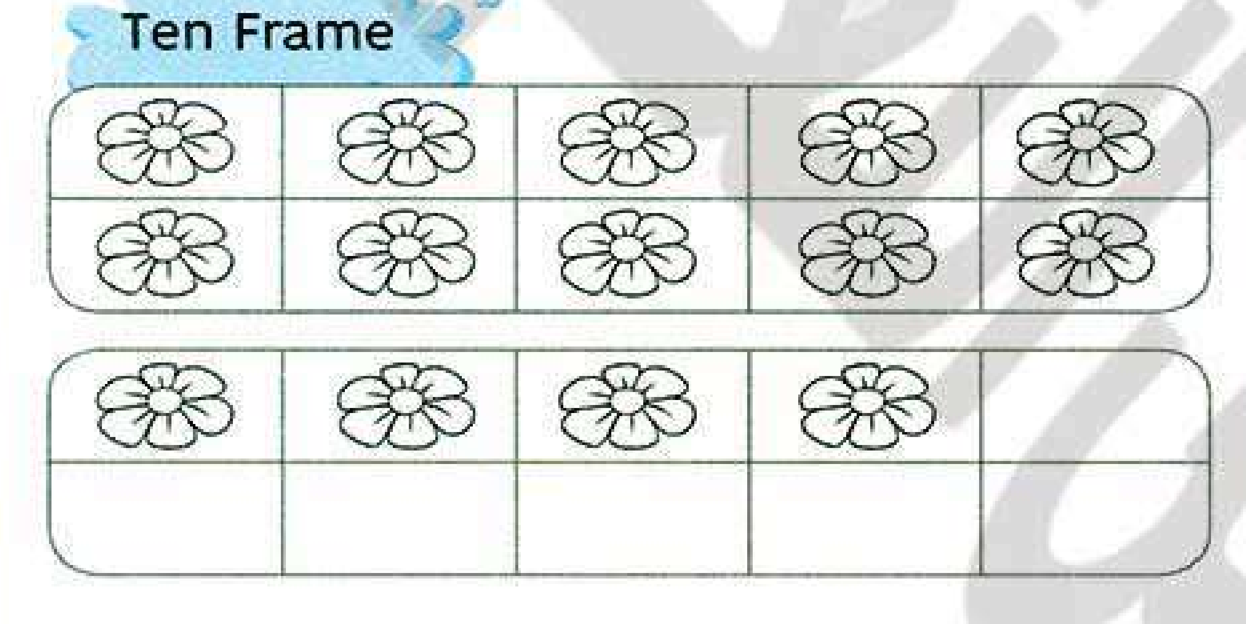
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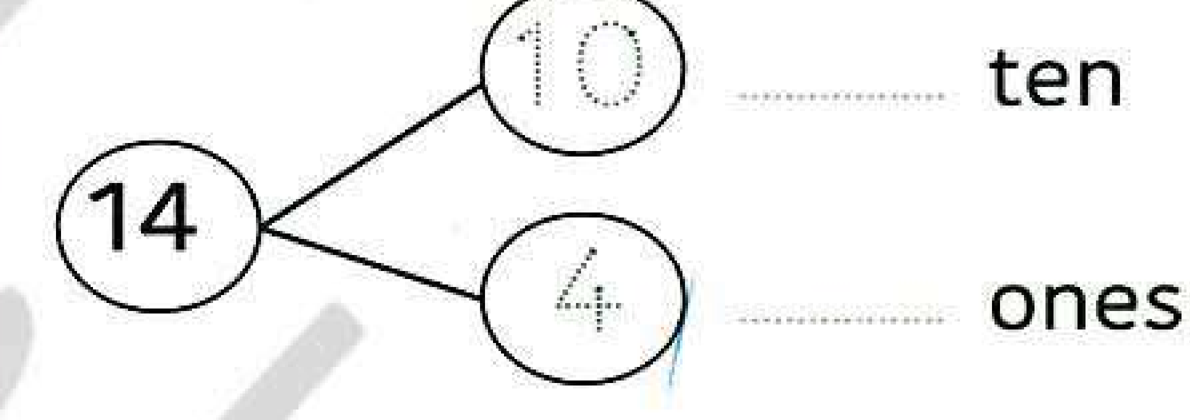
Trace:

14 14 14

Color to show the number 14 on:

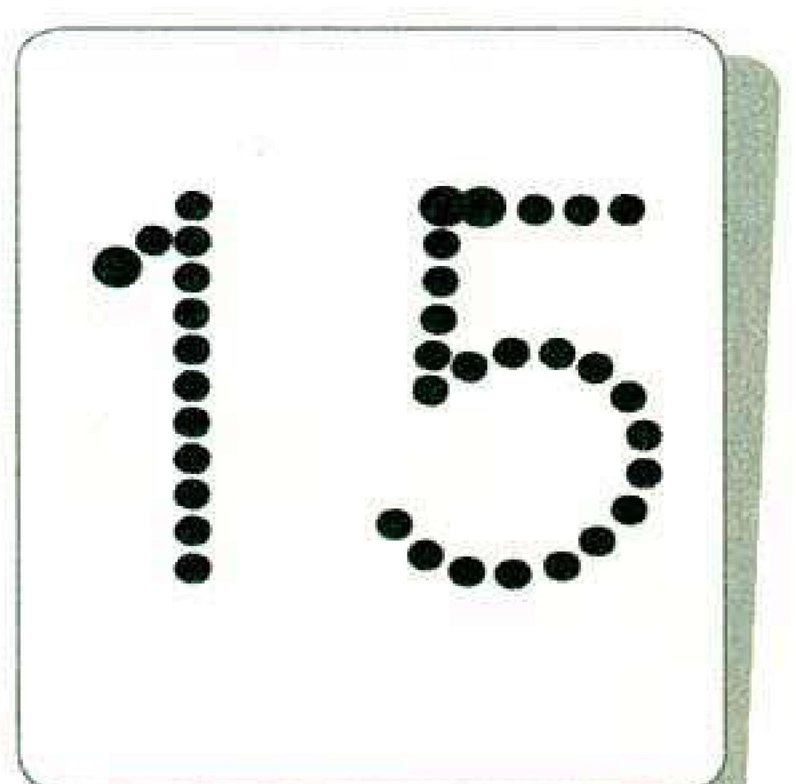


14 is made up of



10 ten

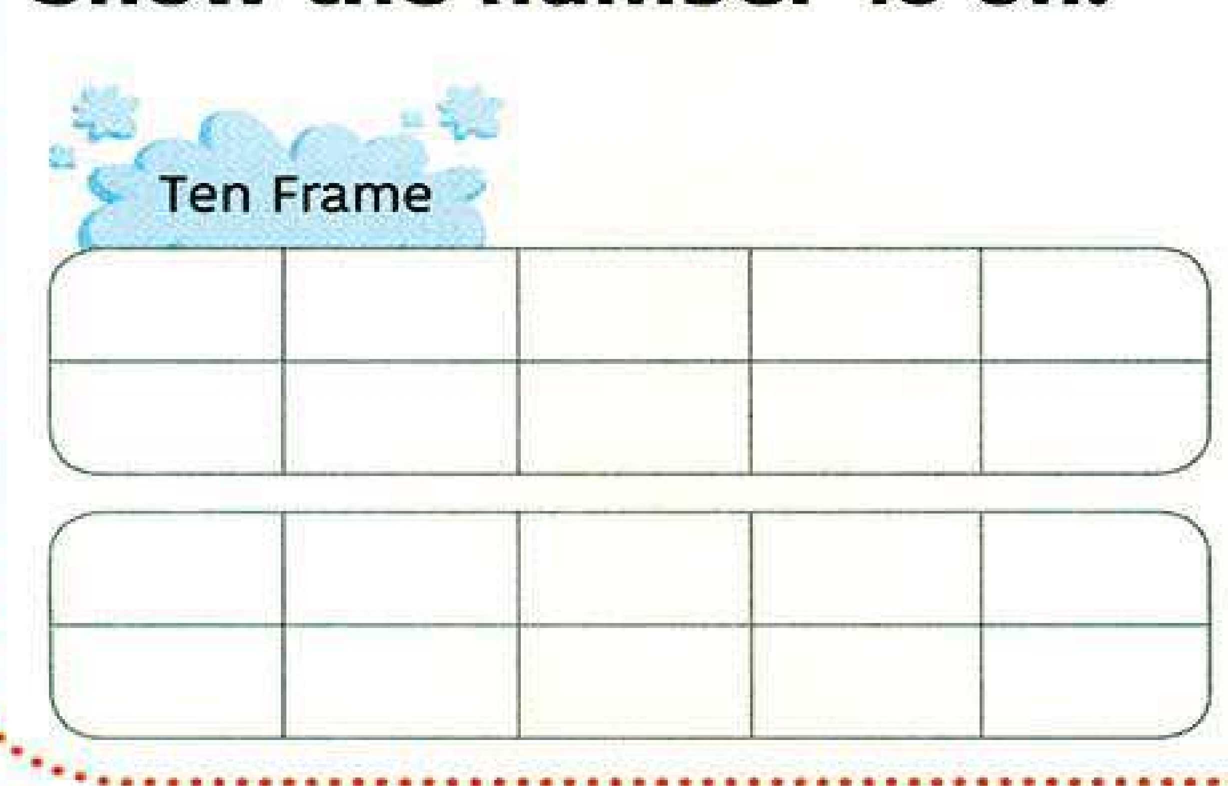
4 ones



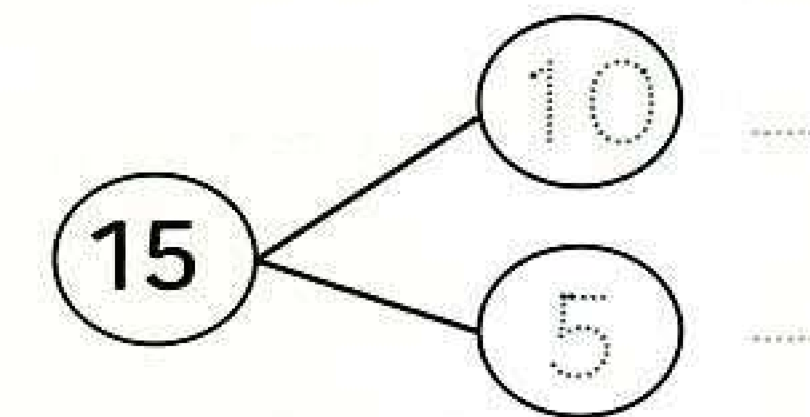
Trace:

15 15 15

Show the number 15 on:



15 is made up of



10 ten

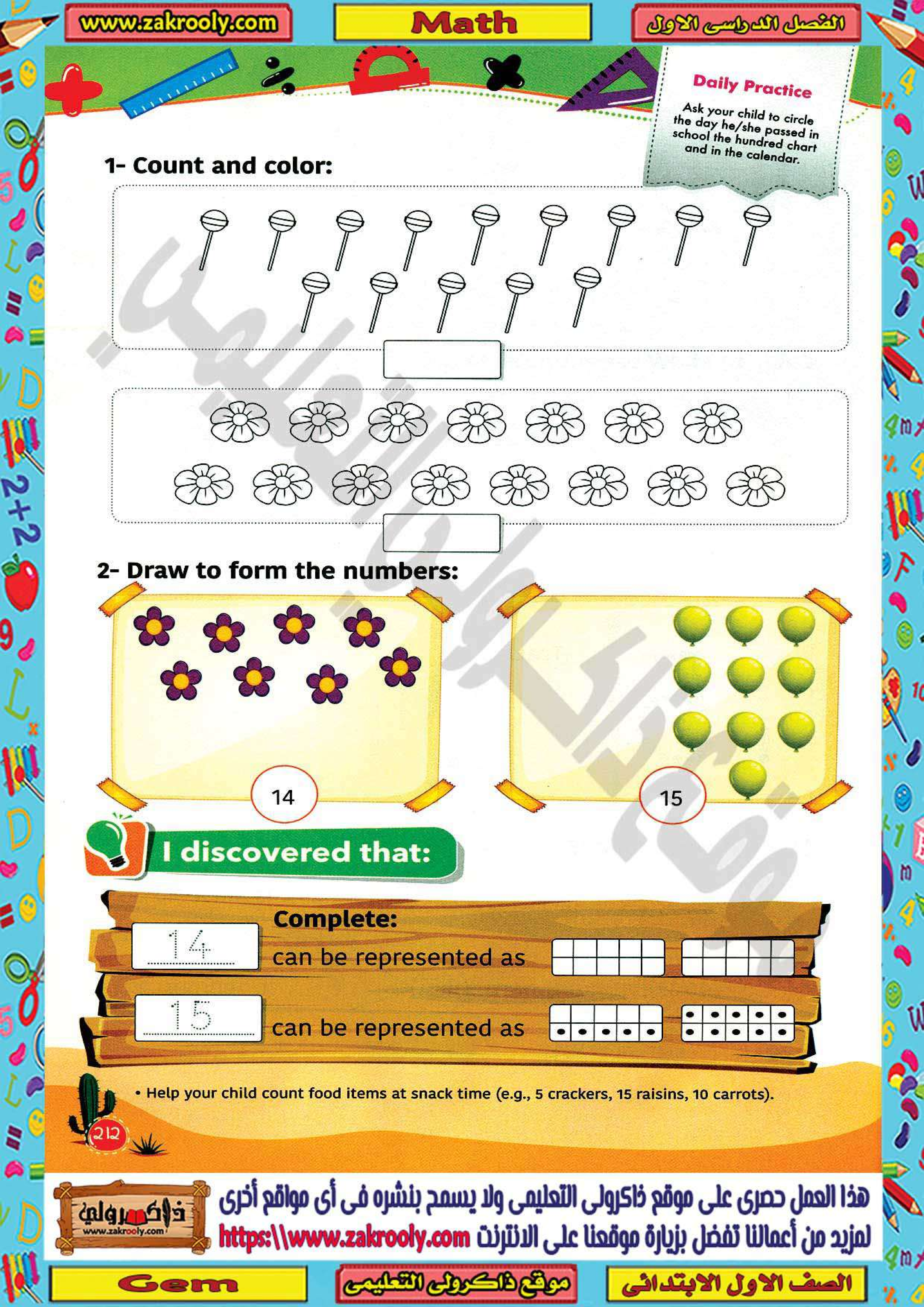
5 ones

- Ensure that your child can trace in a correct way.
- Ensure that your child can fill the ten frame according to numbers by drawing circles inside and not by shading.
- Help your child to compose teen-numbers as ten and ones.





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Daily Practice

Ask your child to circle the day he/she passed in school the hundred chart and in the calendar.

1- Count and color:

2- Draw to form the numbers:

14

15

I discovered that:

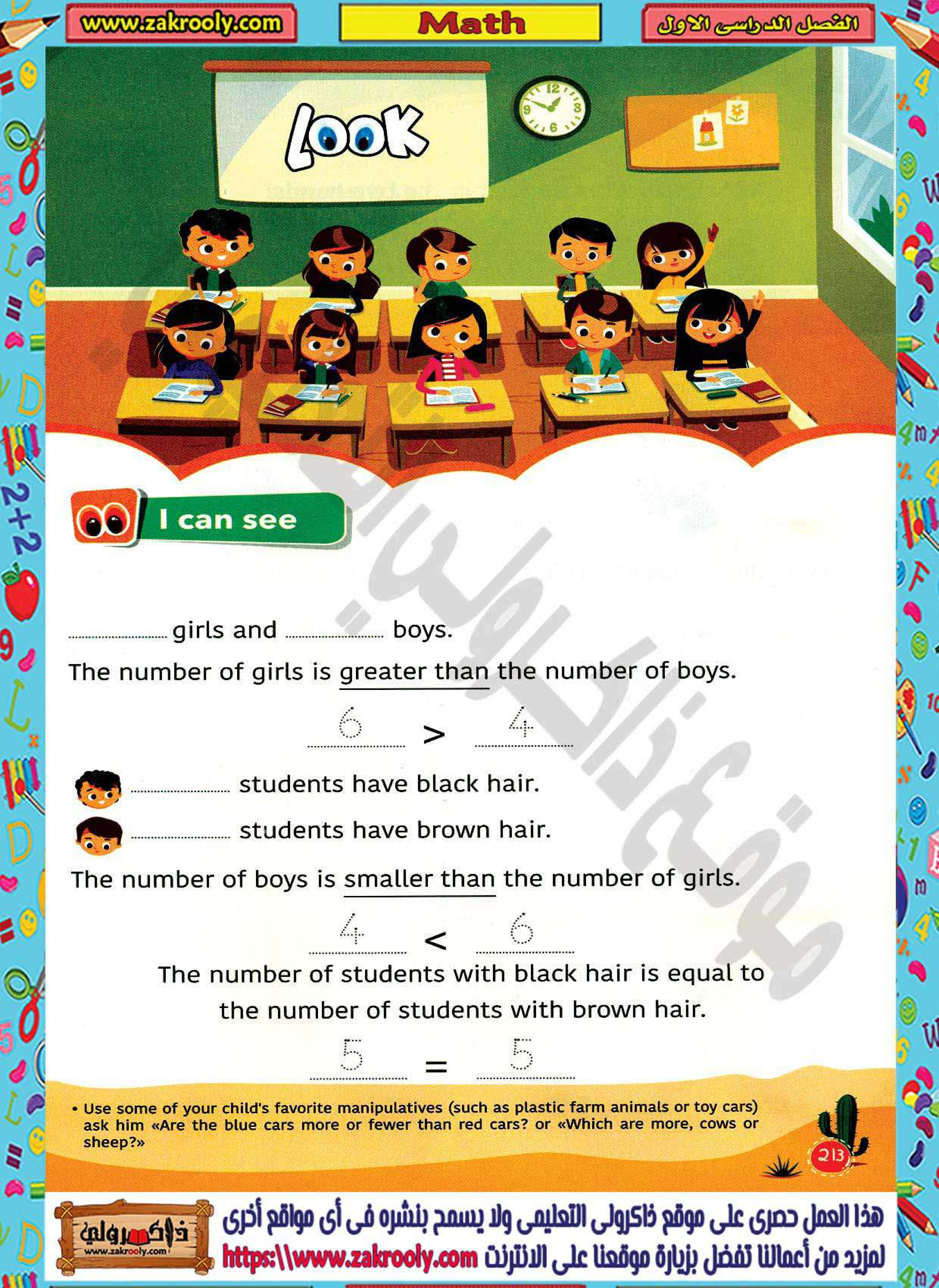
Complete:

14 can be represented as

15 can be represented as

• Help your child count food items at snack time (e.g., 5 crackers, 15 raisins, 10 carrots).

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I can see

.... girls and .... boys.

The number of girls is greater than the number of boys.

6 > 4

.... students have black hair.

.... students have brown hair.

The number of boys is smaller than the number of girls.

4 < 6

The number of students with black hair is equal to the number of students with brown hair.

5 = 5

- Use some of your child's favorite manipulatives (such as plastic farm animals or toy cars) ask him «Are the blue cars more or fewer than red cars? or «Which are more, cows or sheep?»

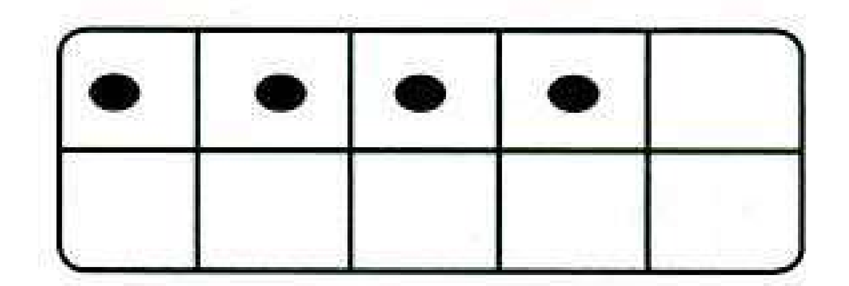
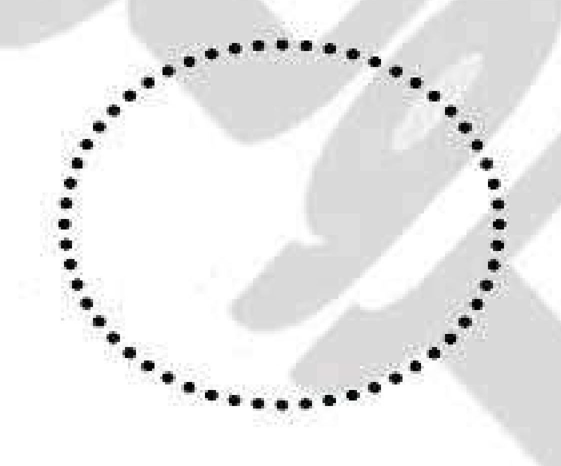
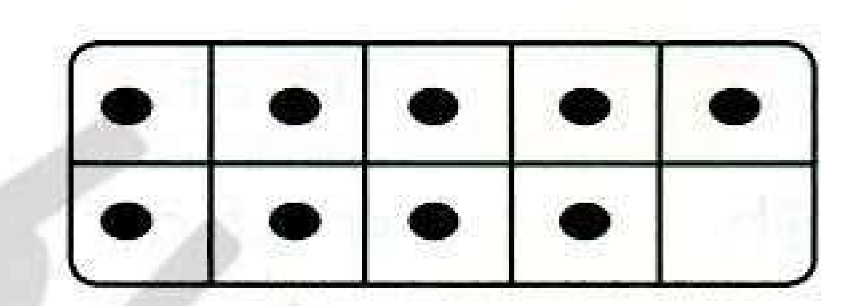
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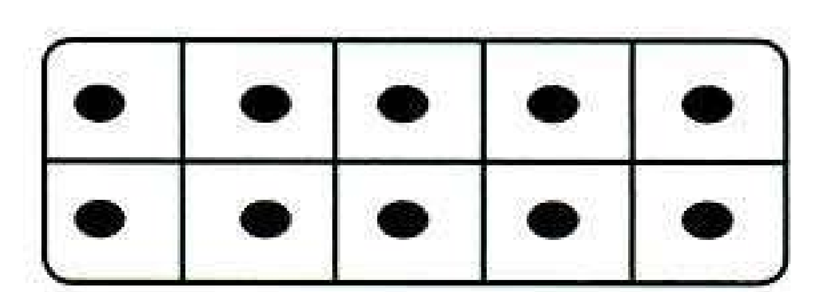
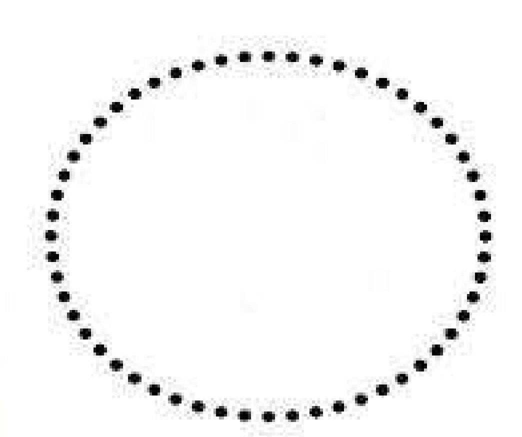
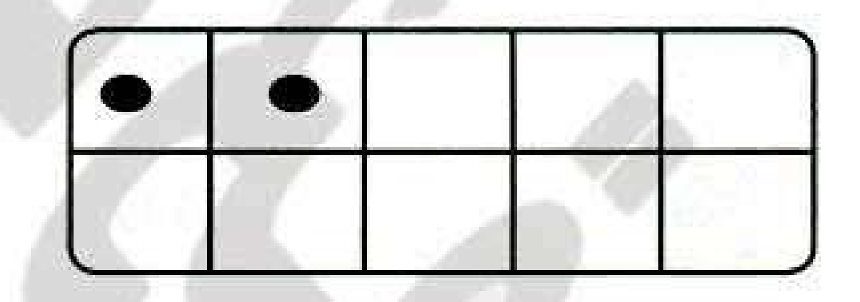
1- Draw to make balloons equal in the two hands:



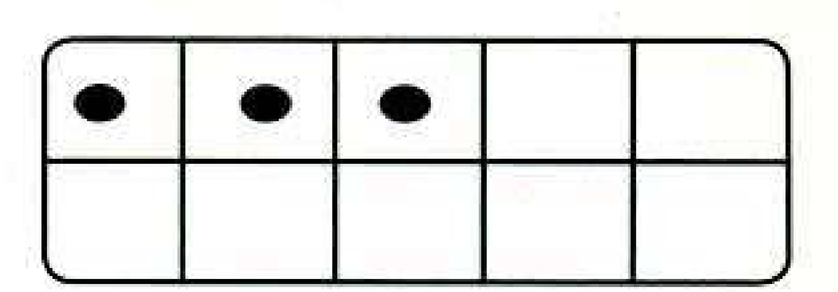
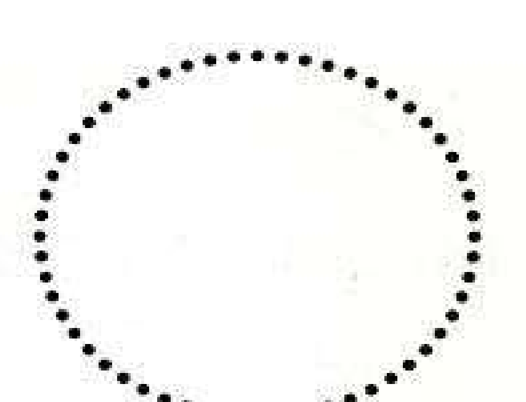
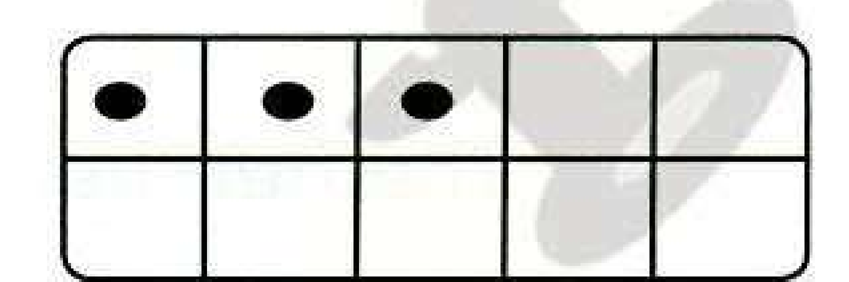

2- Write the number of dots in each ten frame and compare using «>, <, =»:

....

....

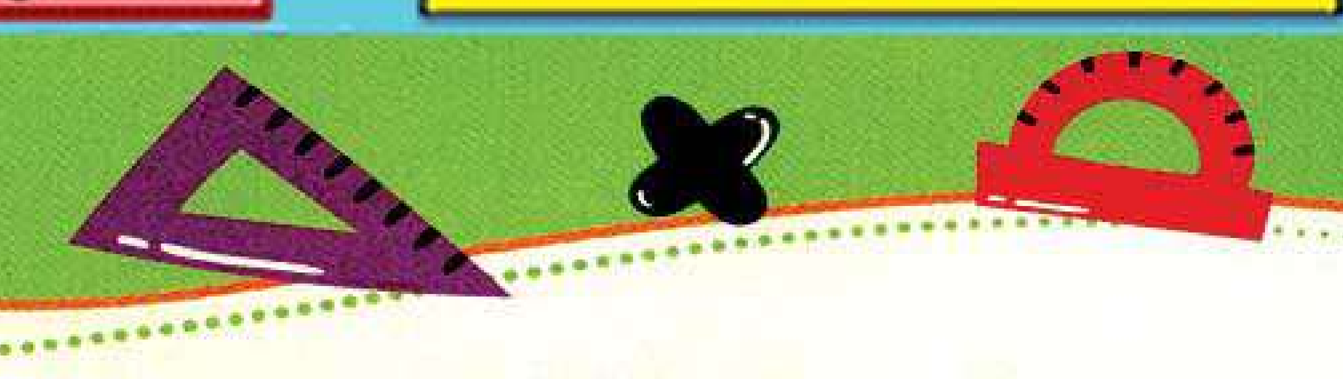




....

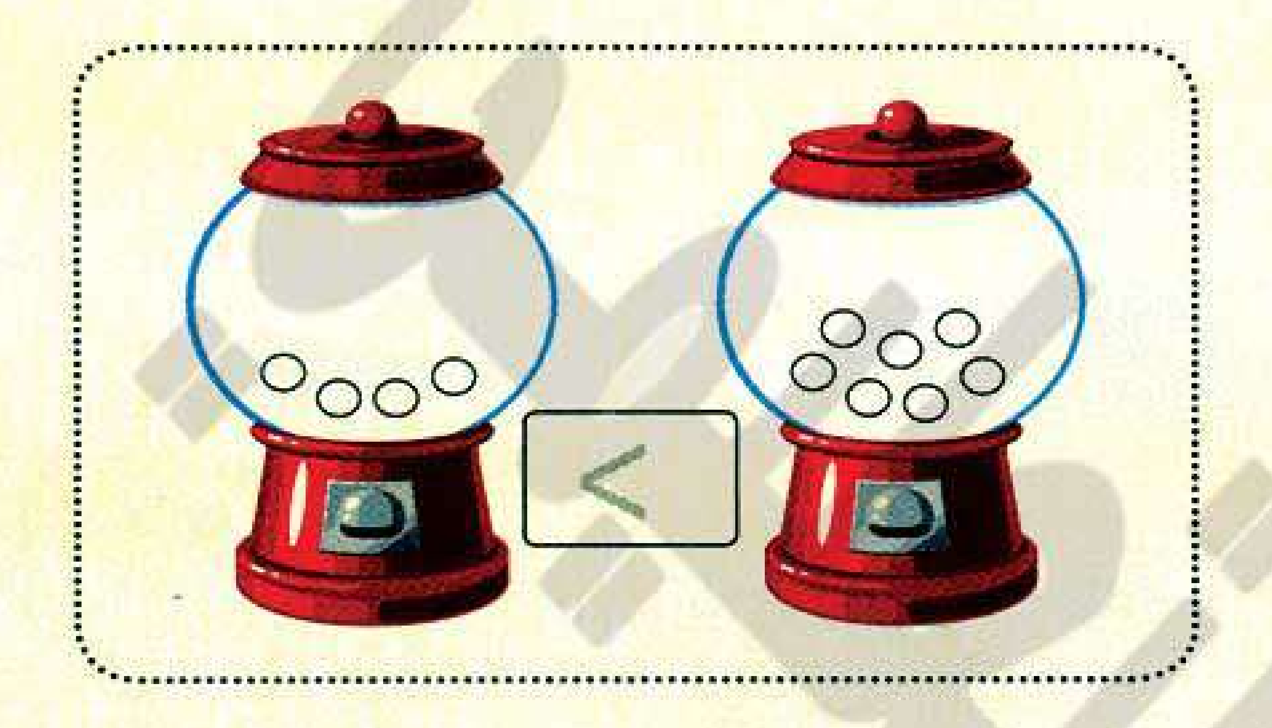
- Play with your child «guessing» games such as «I'm thinking of a number that's greater than 2 and less than 5».

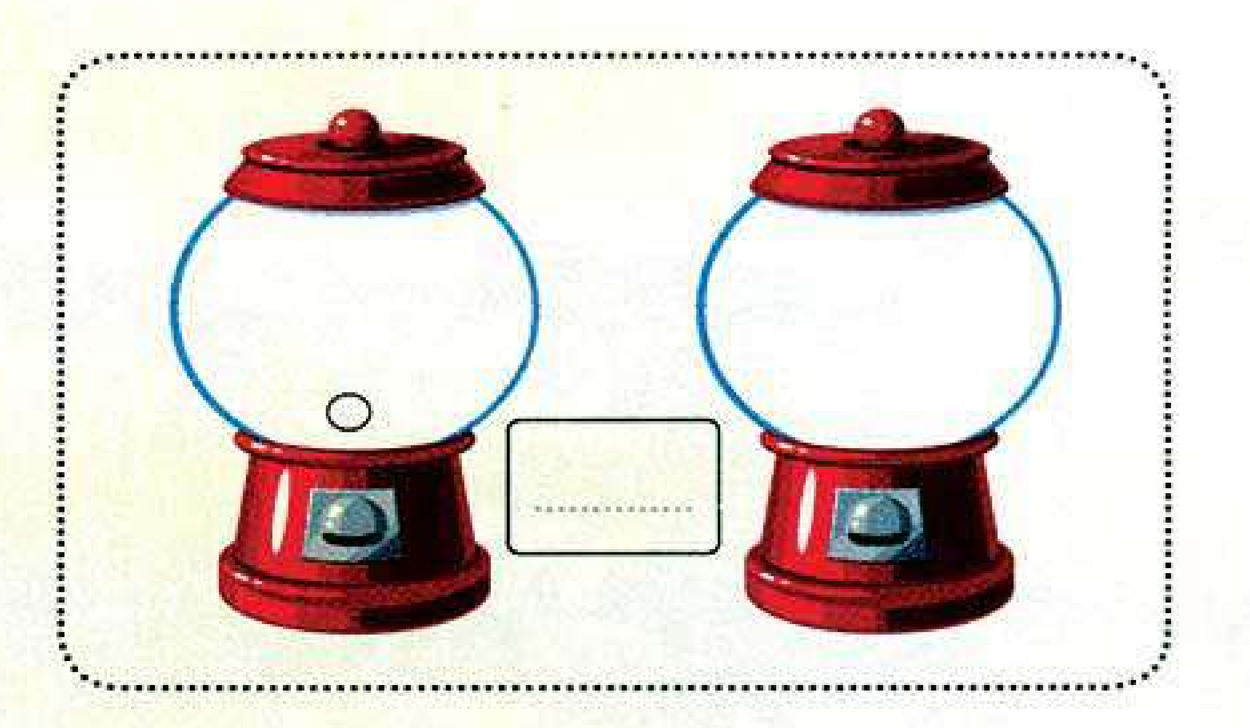


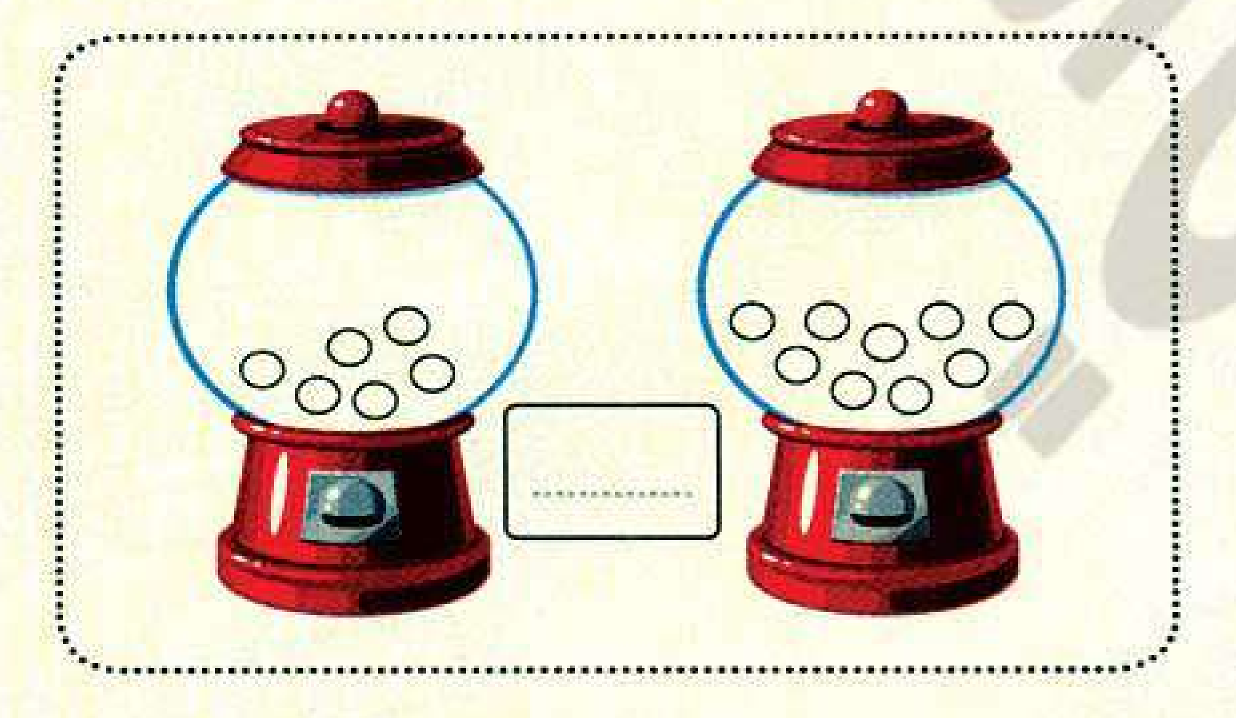

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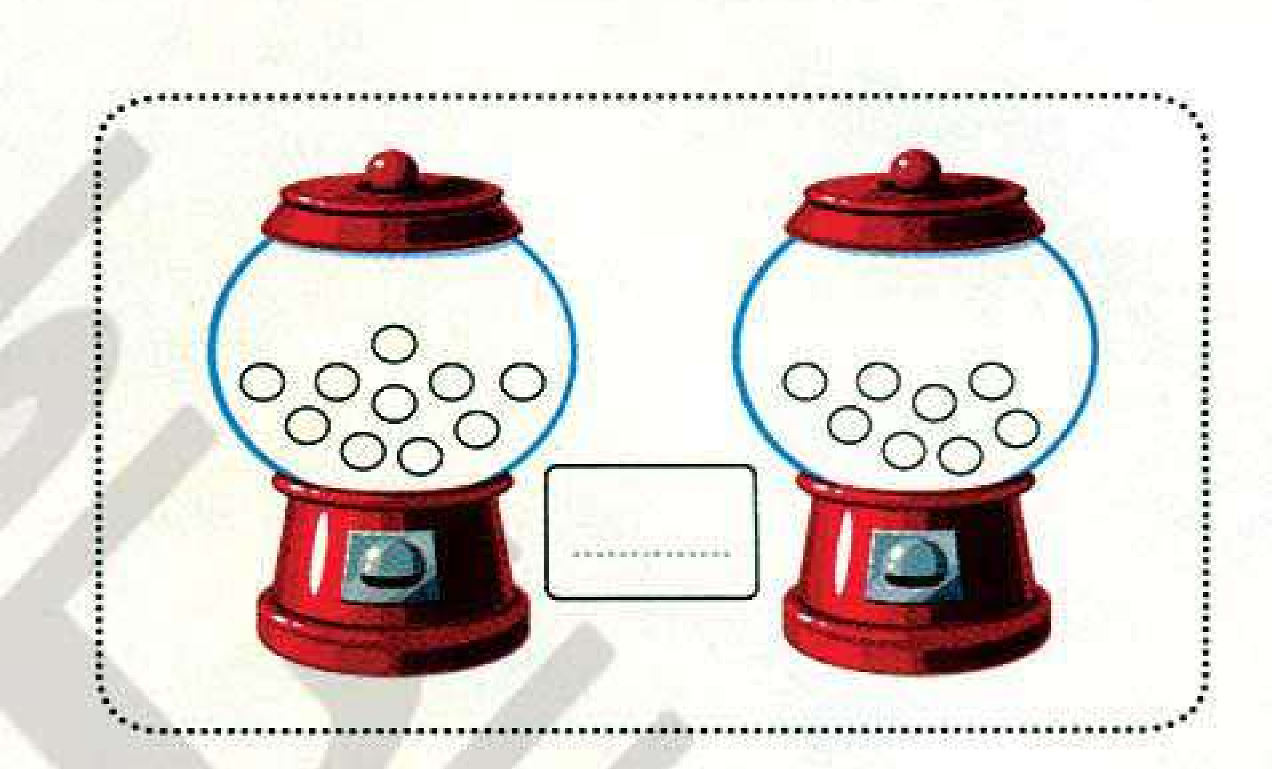


3- Count the balls in each two jars, then color the jar with smaller number and write (< , >, =):











To compare numbers, I can use " greater >" or "less than <" or " equal to =".

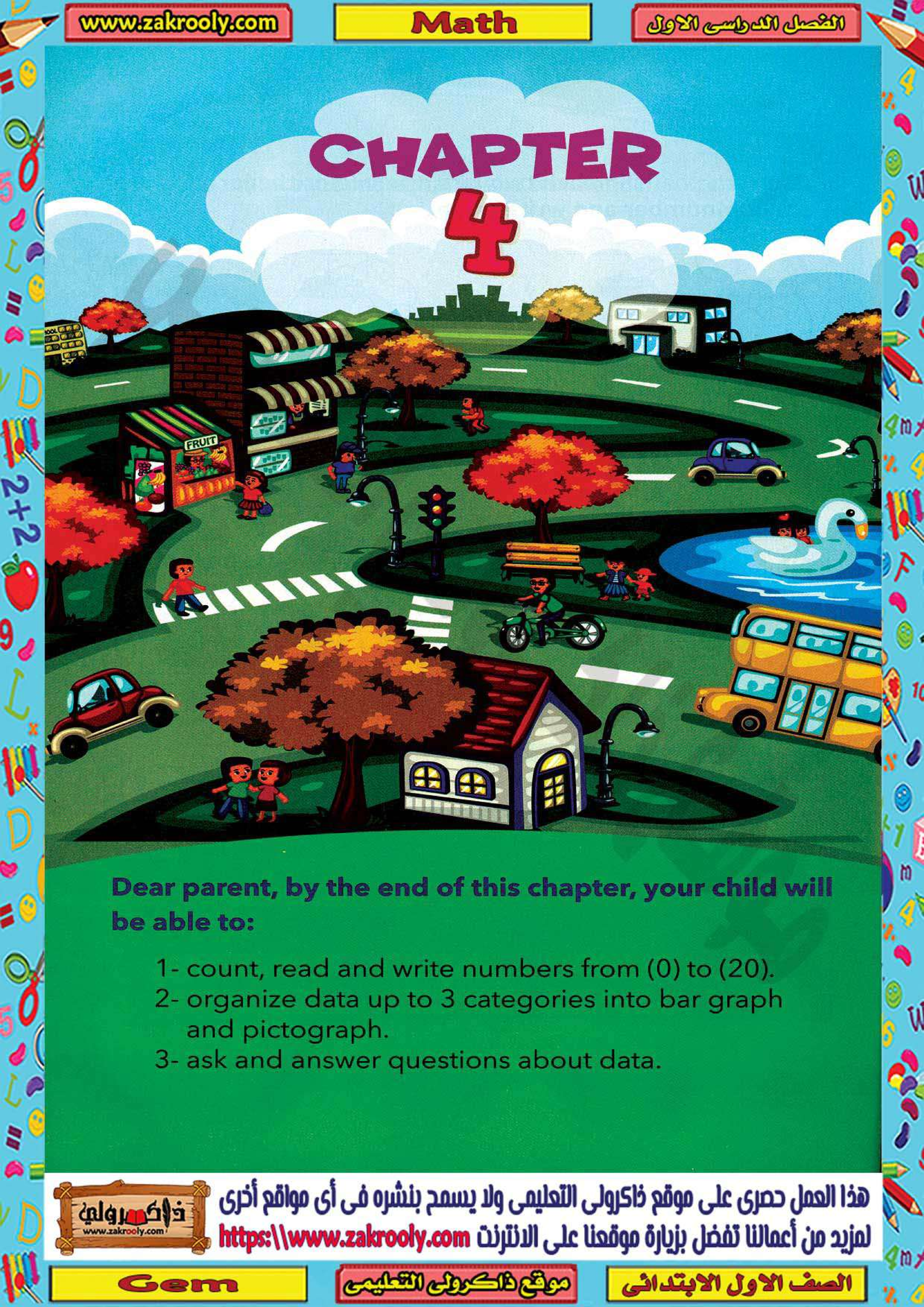
Write the number, then compare using (>, <, =):

....

• Ensure that your child can think of the hungry alligator. When comparing numbers, the alligator's mouth always opens towards the larger value so that it can eat as much as possible.




هذا العمل حصرى على موقع ذاكرولى التعليمى ولا يسمح بنشره فى أى مواقع أخرى
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CHAPTER 4

Dear parent, by the end of this chapter, your child will be able to:

1- count, read and write numbers from (0) to (20).
2- organize data up to 3 categories into bar graph and pictograph.
3- ask and answer questions about data.

هذا العمل حصرى على موقع ذاكرولى التعليمى ولا يسمح بنشره فى أى مواقع أخرى
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LOOK

I can see

10 and 6 more

16

10 and 7 more

17

Choose:

a 16 (less than , greater than) 17.

b 17 (< , = , >) 16

* Encourage your child to count in correct order.
* Pick a number between 1 and 17, ask your child to guess the number, then tell him if your number was greater than or less than his guess.
* Does your child keep trying to guess until he gets your number?



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16

Trace:

16 16 16

Color to show the number 16 on:

Ten Frame

16 is made up of .... ten and .... ones

16

10 6

17

Trace:

17 17 17

Color to show the number 17 on:

Ten Frame

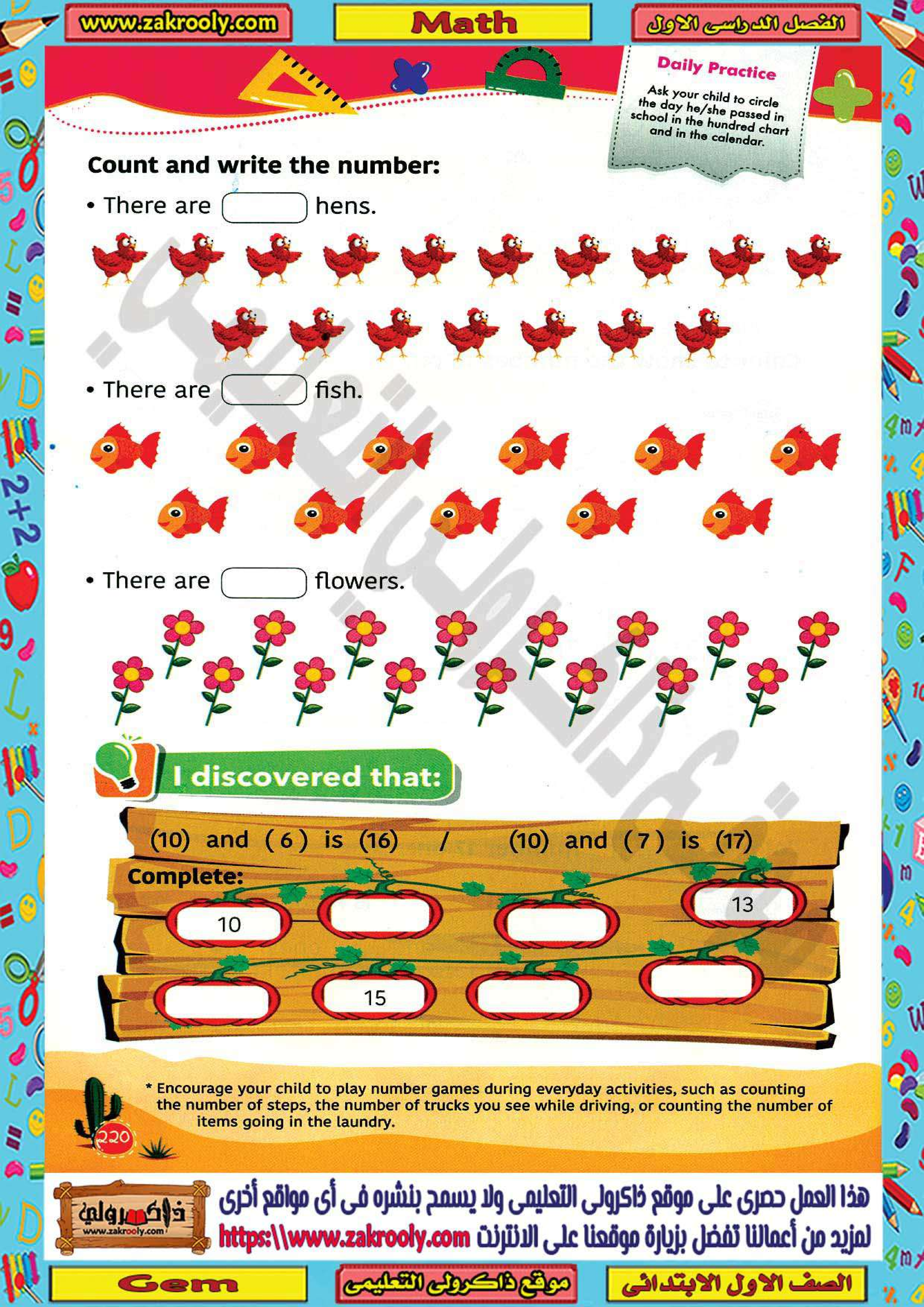
17 is made up of .... ten and .... ones

17

10 7

* Encourage your child to trace in a correct way.
* Ensure that your child can fill the ten frame according to given numbers by drawing circles inside and not by shading.

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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

Count and write the number:

- There are [ ] hens.
- There are [ ] fish.
- There are [ ] flowers.

I discovered that:

(10) and (6) is (16) / (10) and (7) is (17)

Complete:

10 , [ ] , [ ] , 13

[ ] , 15 , [ ] , [ ]

* Encourage your child to play number games during everyday activities, such as counting the number of steps, the number of trucks you see while driving, or counting the number of items going in the laundry.

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I can see

تفوقك في أي مذكرة عليها العلامة دي ذاكرولي RaNia SaYed

10 and 8 more

18

10 and 9 more

19

10 and 10 more

20

* Ensure that your child counts in the correct order and ensure that he/she doesn't miss a number while counting also make sure that he/she traces in a correct way.

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Trace:

18 18 18

Show the number 18 on:

Ten Frame

18 is made up of .... ten and .... ones

18

10 8

Trace:

19 19 19

Show the number 19 on:

Ten Frame

19 is made up of .... ten and .... ones

19

10 9

* Ensure that your child can fill the ten frame according to the given numbers by drawing inside and not by shading.
* Ensure that your child learns that the number which is composed of two digits can be written as tens and ones.



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Daily Practice

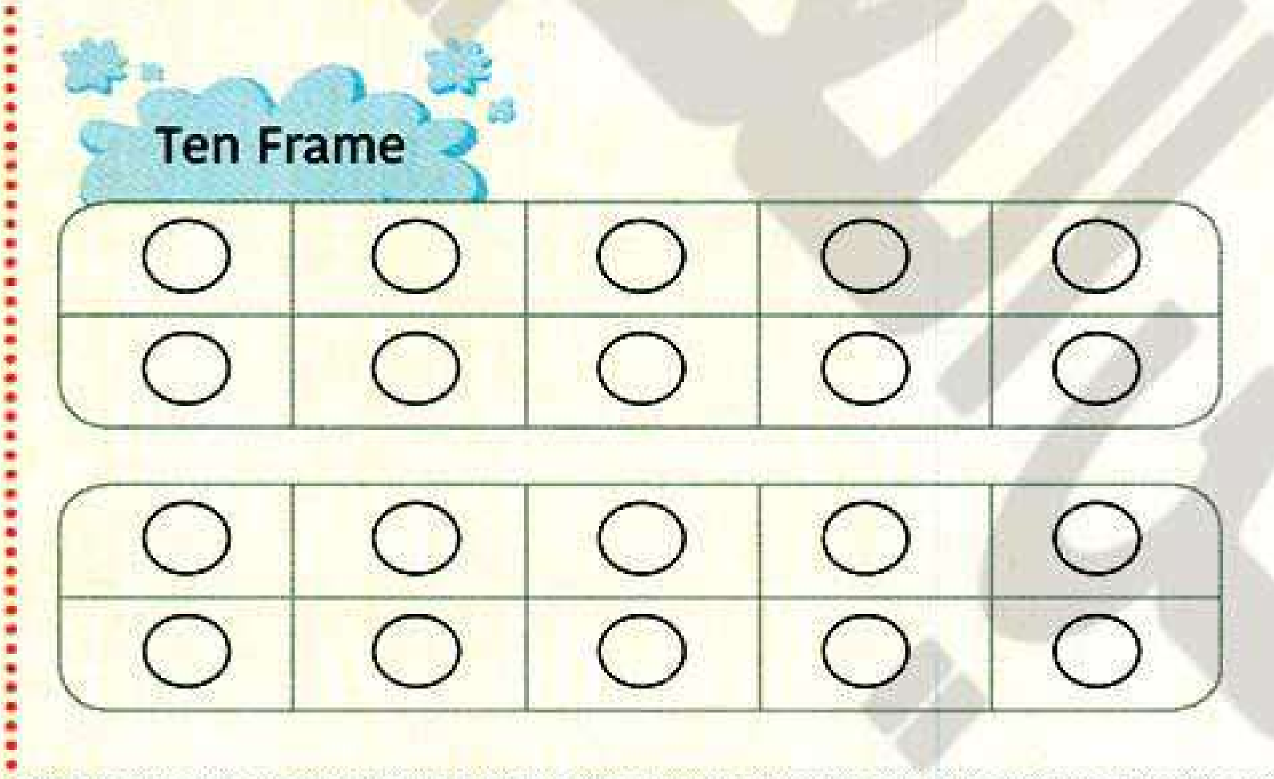
Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.



Trace:

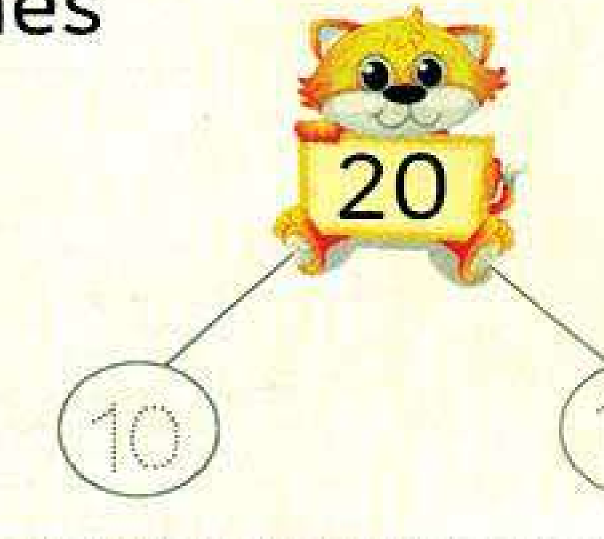
20 20 20

Show the number 20 on:

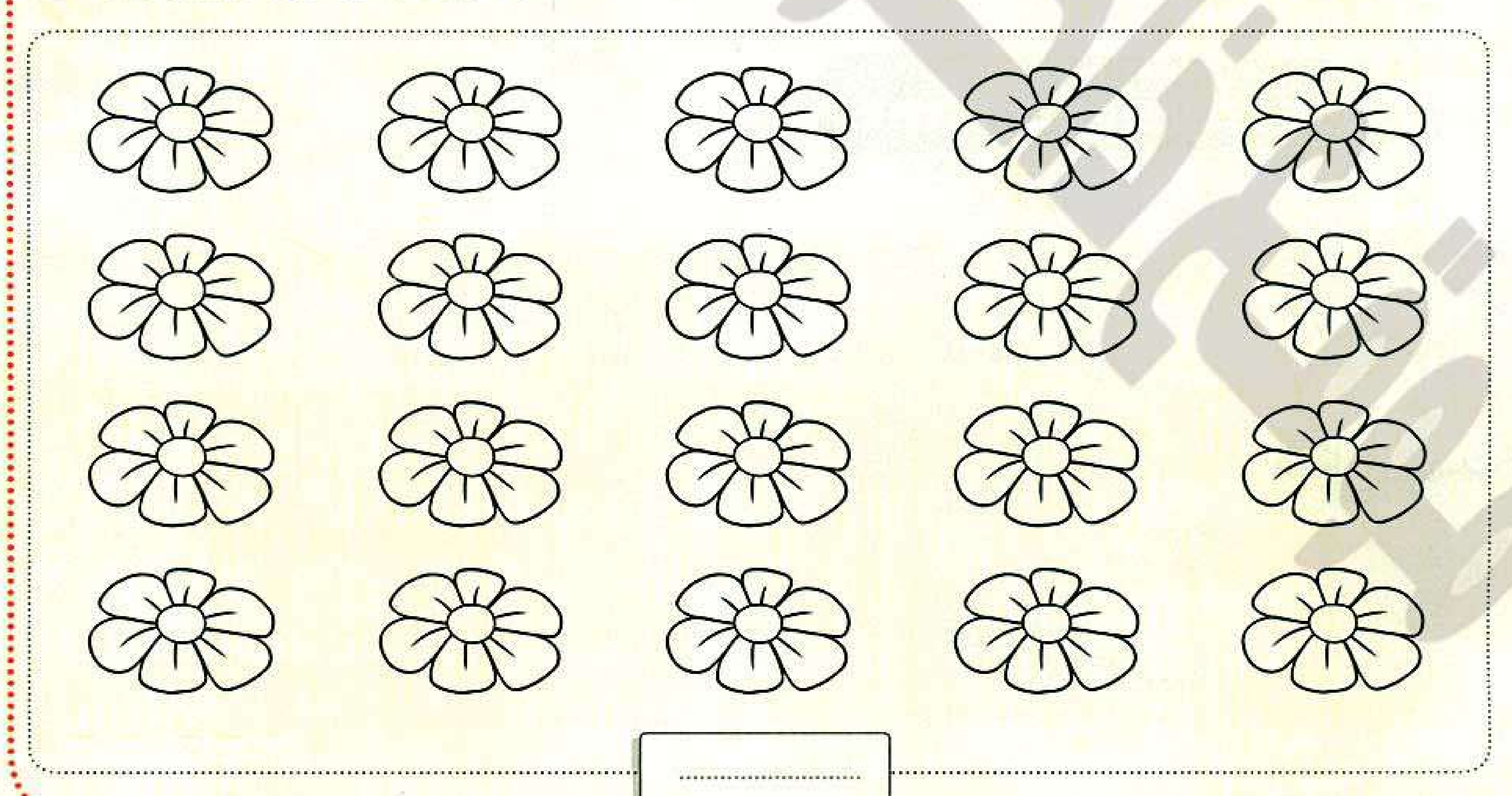


20 is made up of .... tens

or .... ones



1- Count and color:



....

* Ensure that your child can solve some activities independently as you ask him/her to color or draw some objects up to 20.

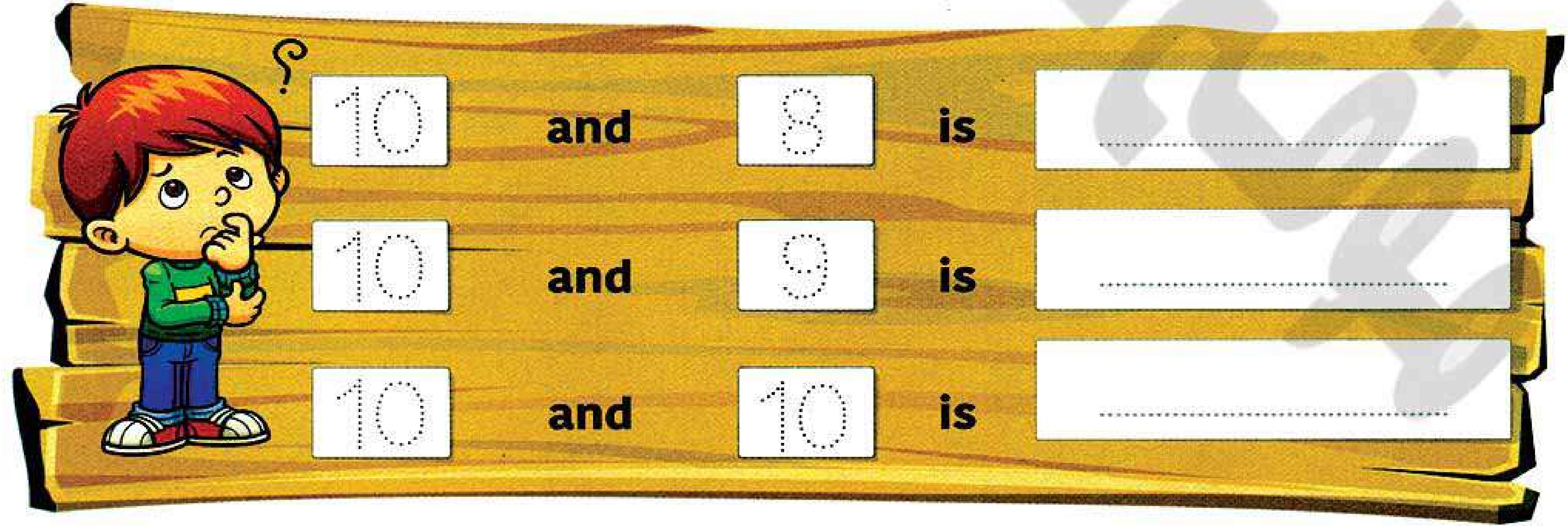




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2- Count and write the number, then write < , > or = :

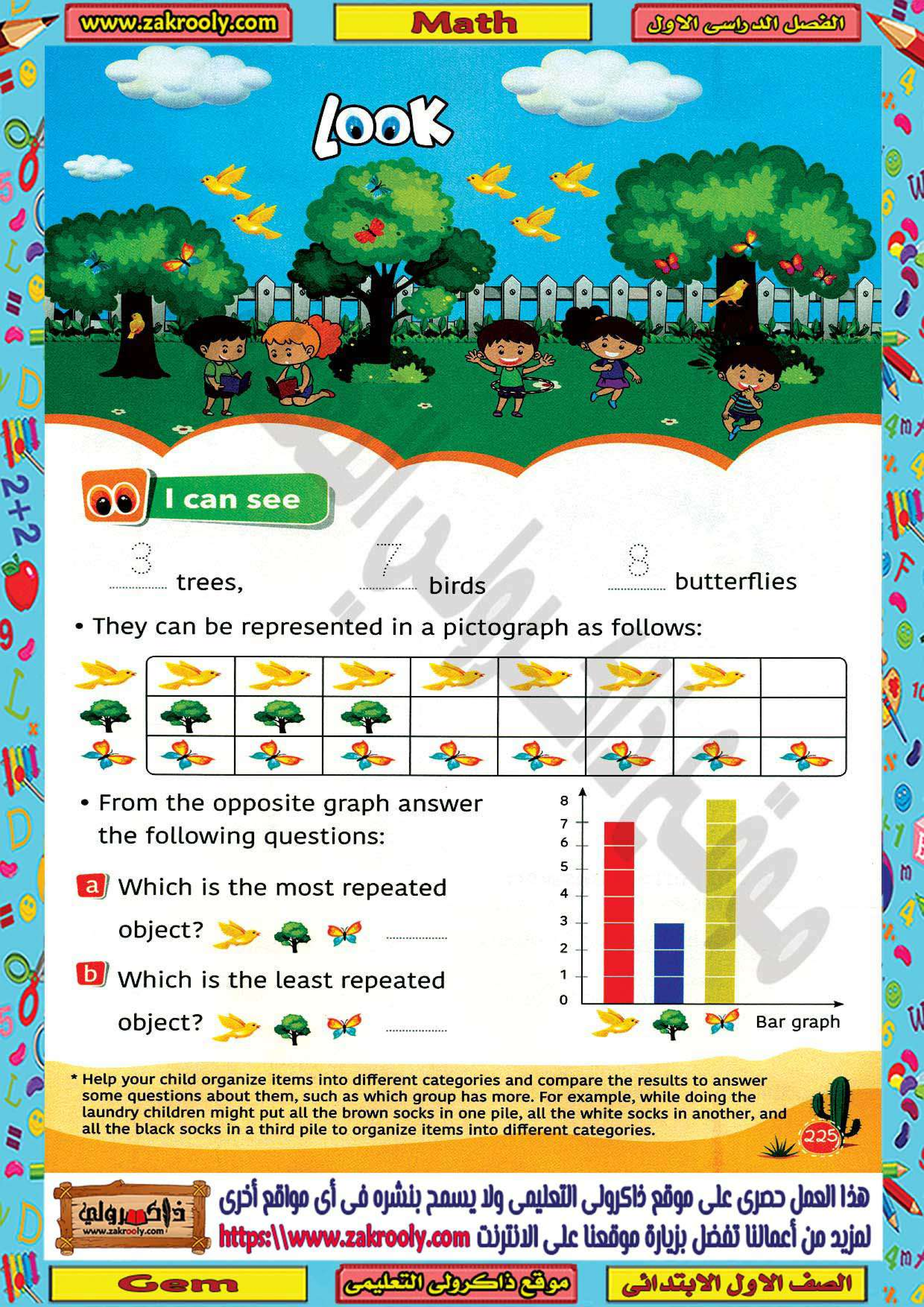
I discovered that:



* Ensure that your child can think of the hungry alligator. When comparing numbers, the alligator's mouth always opens towards the larger value so that it can eat as much as possible.



هذا العمل حصرى على موقع ذاكرولى التعليمى ولا يسمح بنشره فى أى مواقع أخرى
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LOOK

I can see

3 .... trees, 7 .... birds 8 .... butterflies

- They can be represented in a pictograph as follows:

- From the opposite graph answer the following questions:

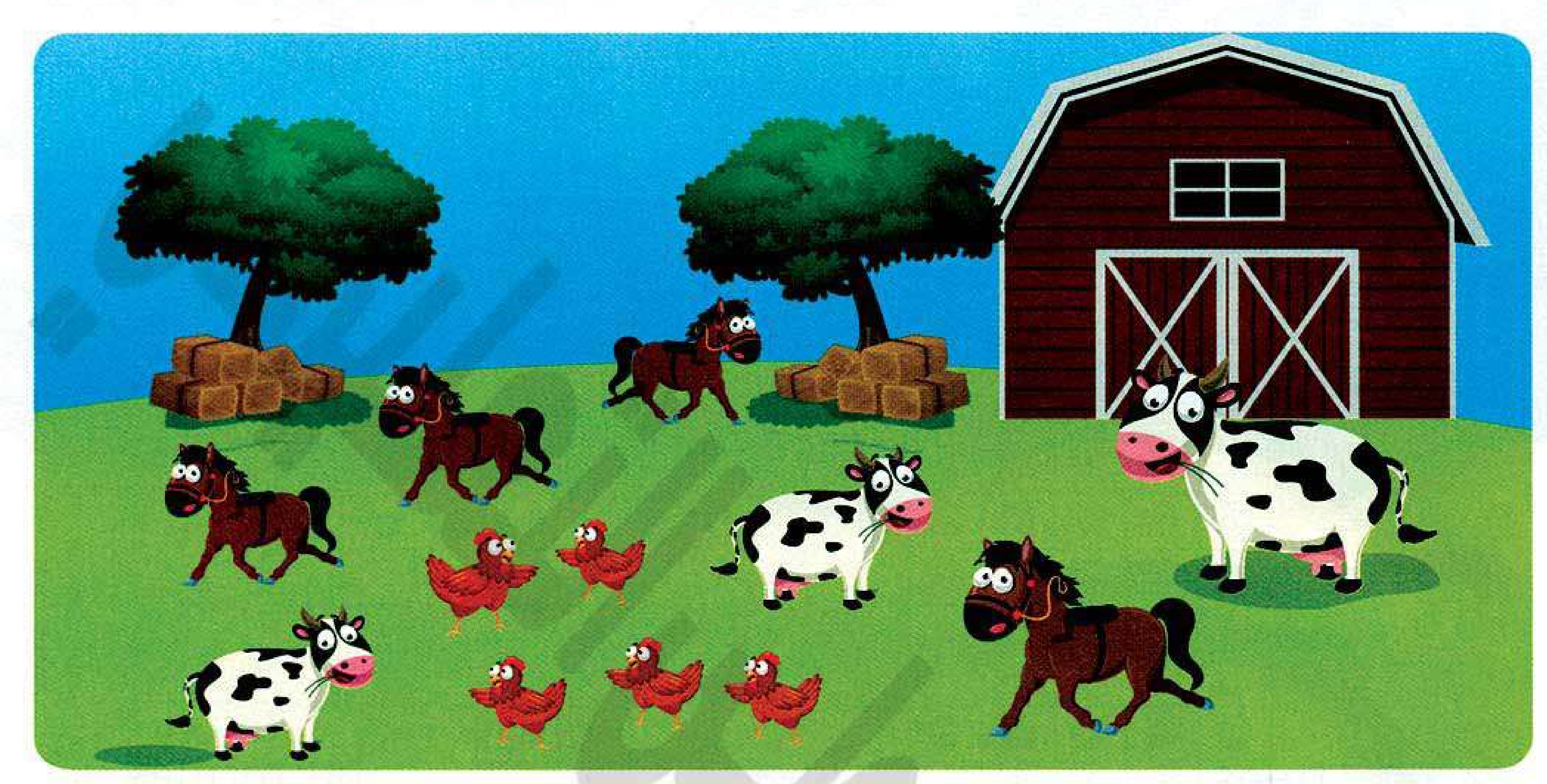
a Which is the most repeated object? ....

b Which is the least repeated object? ....

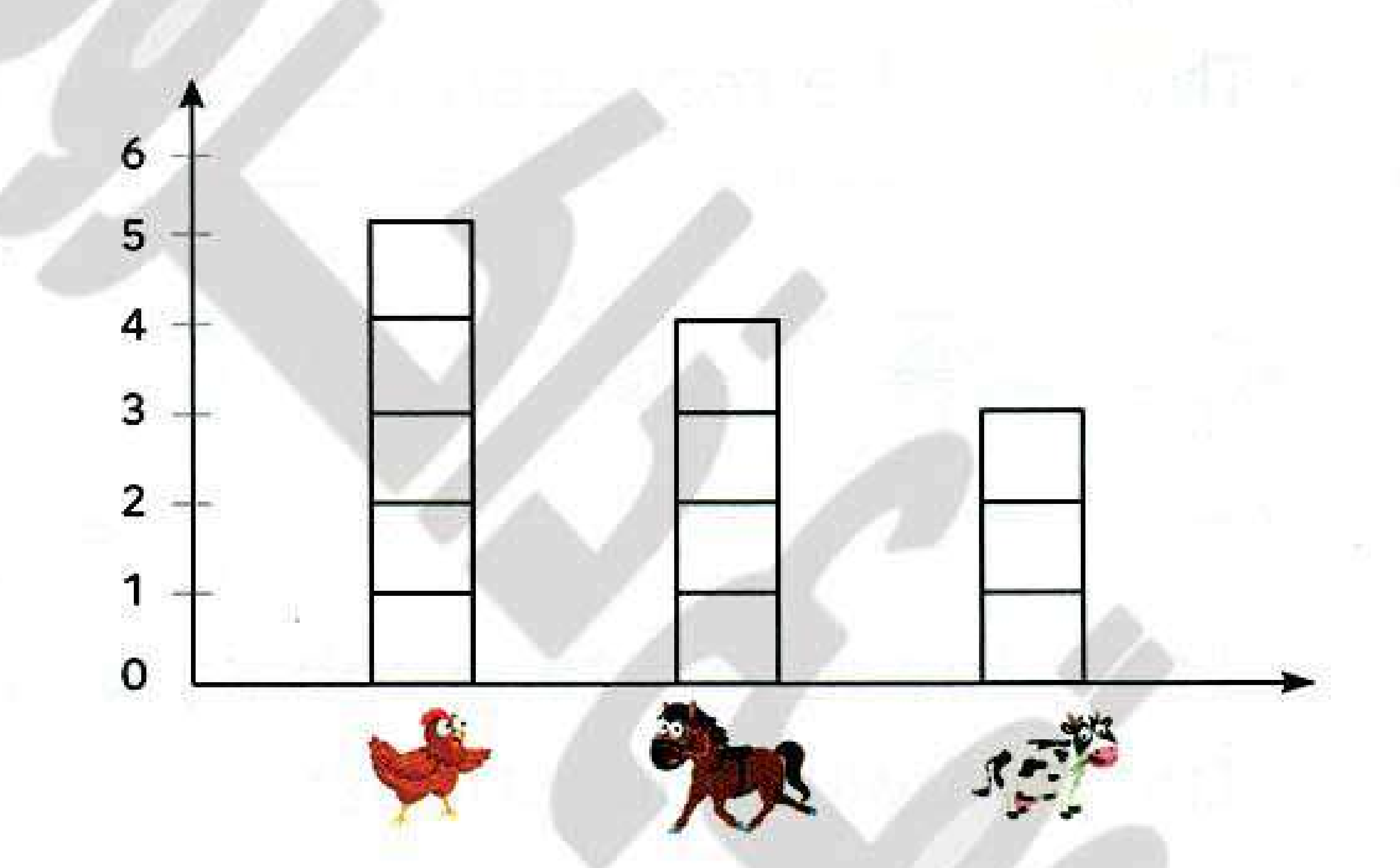
* Help your child organize items into different categories and compare the results to answer some questions about them, such as which group has more. For example, while doing the laundry children might put all the brown socks in one pile, all the white socks in another, and all the black socks in a third pile to organize items into different categories.

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1- Represent the number of animals by using bar graph:



Color	Object
Yellow	
Red	
Blue	



Choose the correct answer:

a) Which is the most object? (/ /)

b) Which is the least object? (/ /)

* Use some of your manipulatives (such as plastic farm animals or toy cars) ask him/her "Are the blue cars more or fewer than the red cars? Or "Which are more, cows or sheep?




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2- Represent the objects in a pictograph, then answer the questions:

a) Which is the most object? (/ /)

b) Which is the least object? (/ /)

I discovered that:

Bar graph and pictograph help in organizing data and answering questions about these data.

* Ensure that your child learns how to organize items into different categories by the pictograph and bar graph.



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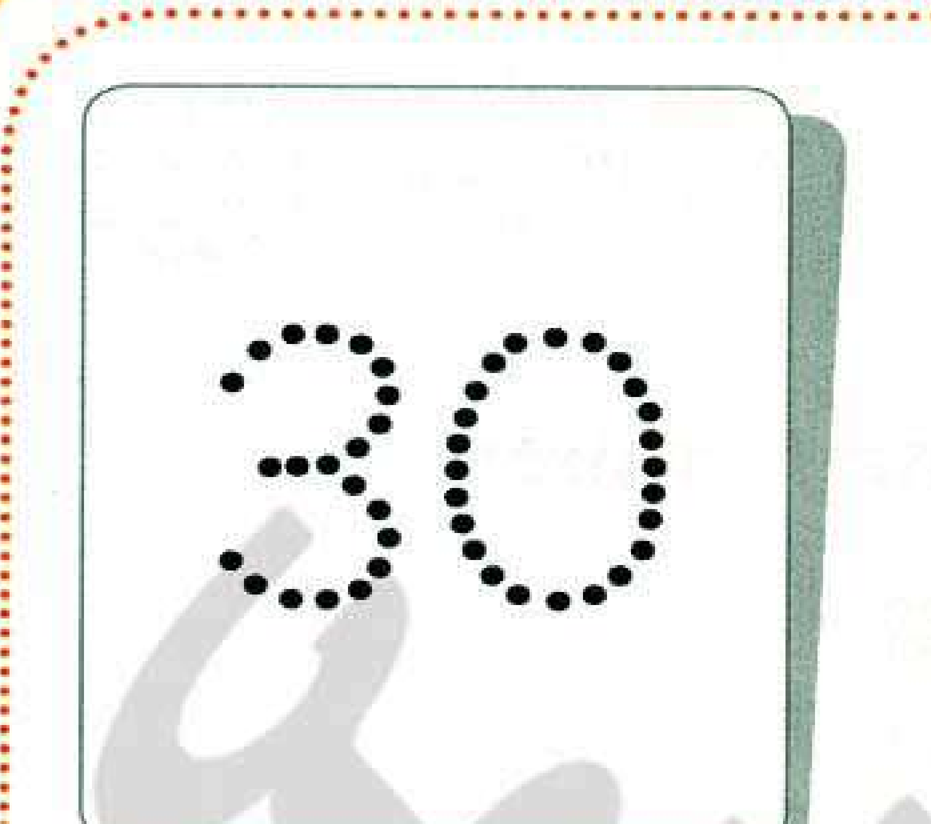
CHAPTER 5

Dear parent, by the end of this chapter, your child will be able to:

1- read and write numbers from (0 - 30).
2- apply the ten frame to show quantities.
3- count by ones and tens.
4- add numbers within components of 10 using pictures and objects.
5- solve word problems using the concept of addition.
6- classify objects according to shape, color, and size.

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LOOK
I can see
تفوقك في أي مذكرة عليها العلامة دي
ذاكرولي
RaNia SaYed
10
20
30
10 pencils
20 pencils
30 pencils
• Encourage your child to count in tens up to 30 in correct order.
• Ensure that he/she didn't miss a number while counting.
230
ذاكرولي
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Trace:

30 30 30

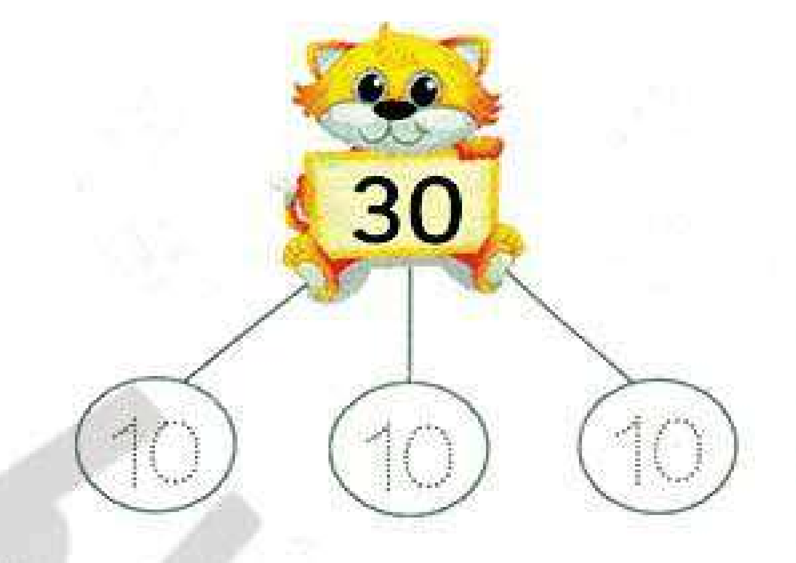
Color to show 30 on:

Ten Frame

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

30 .... is made up of .... tens

or .... ones



1- Match:













- Encourage your child to count up to 30 in correct order.
- Ensure that your child can trace in a correct way.
- Ensure that your child can fill the ten frames to show tens.





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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

2- Add objects in ten frames and write the number:

....

....

....

I discovered that:

I can count up to (30).

Complete:

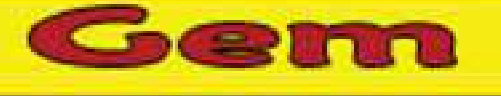
10 0 | 10 + | 10 20 | 20 30

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

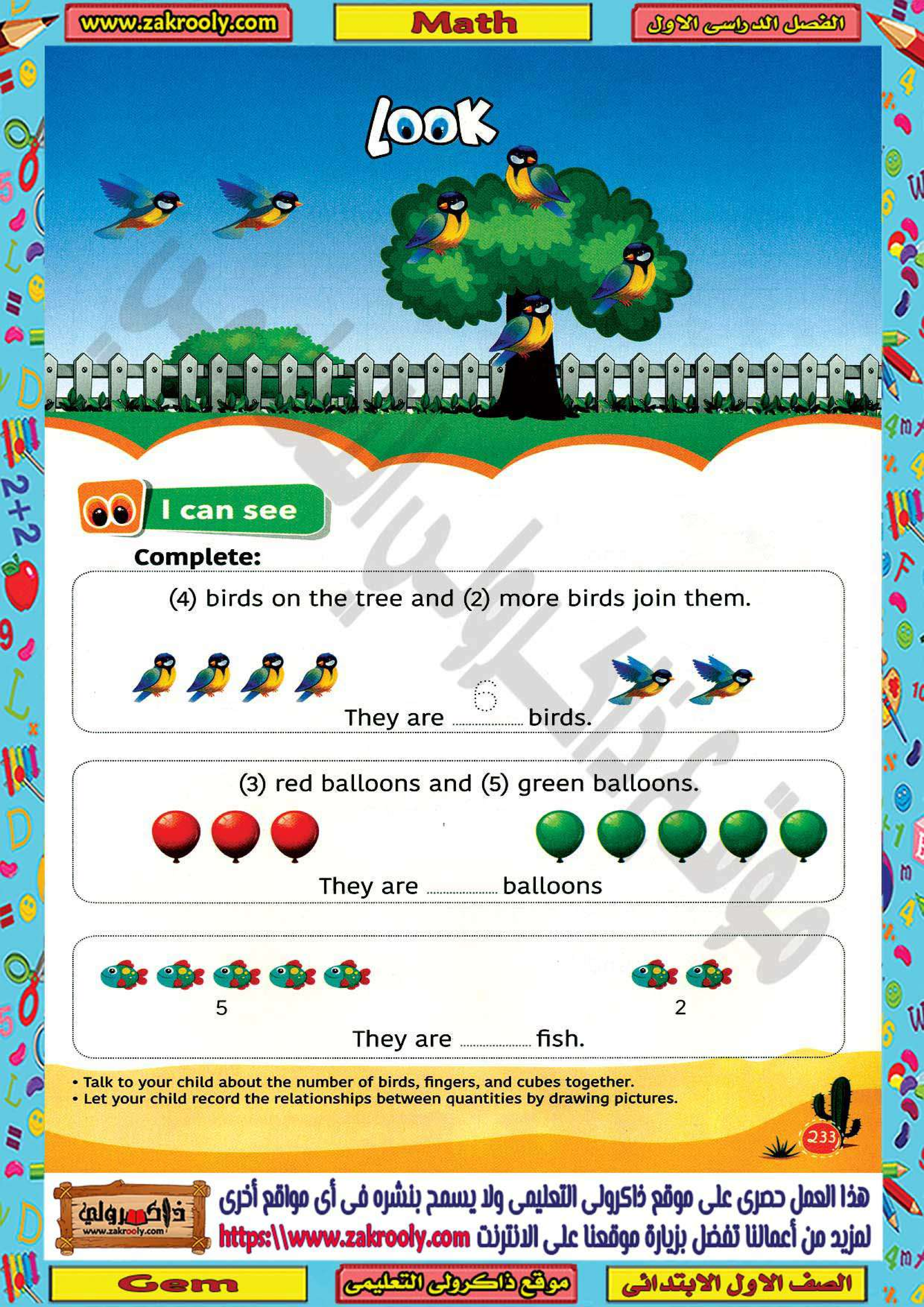
- Ensure that your child can count in tens up to 30 in correct order by giving him group of beads, rice or beans to classify into groups of 10's, then count how many tens they have in all.
- Ensure that your child can count up to 30.



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I can see

Complete:

(4) birds on the tree and (2) more birds join them.

They are ......6...... birds.

(3) red balloons and (5) green balloons.

They are .... balloons

5 2

They are .... fish.

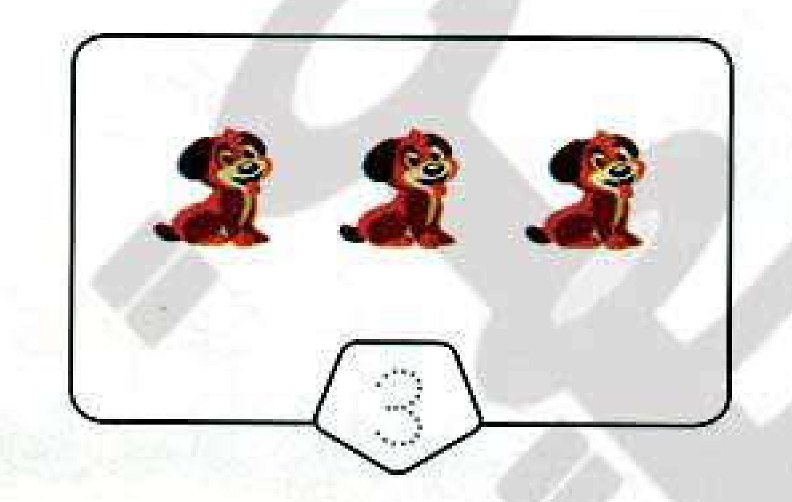
- Talk to your child about the number of birds, fingers, and cubes together.
- Let your child record the relationships between quantities by drawing pictures.

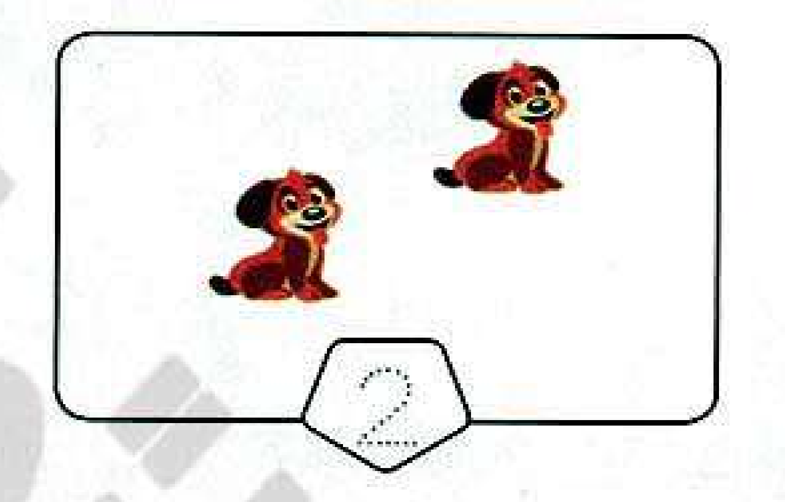
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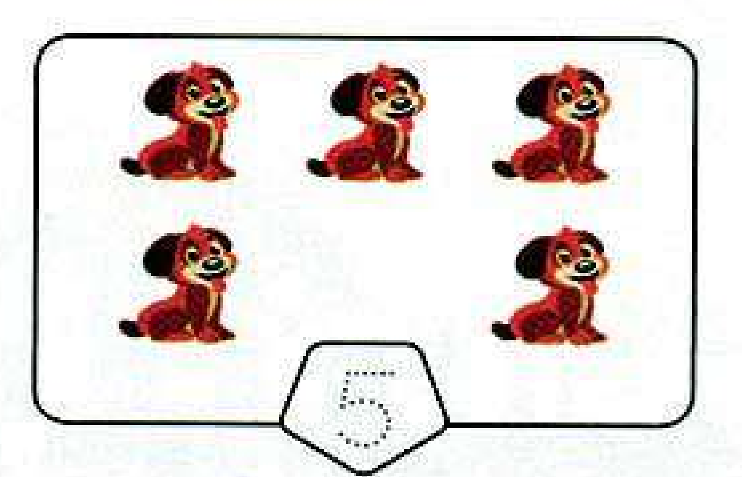
Daily Practice

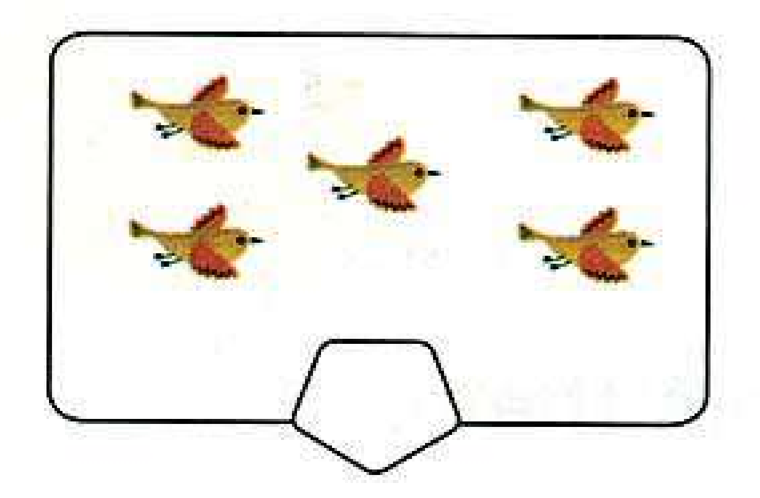
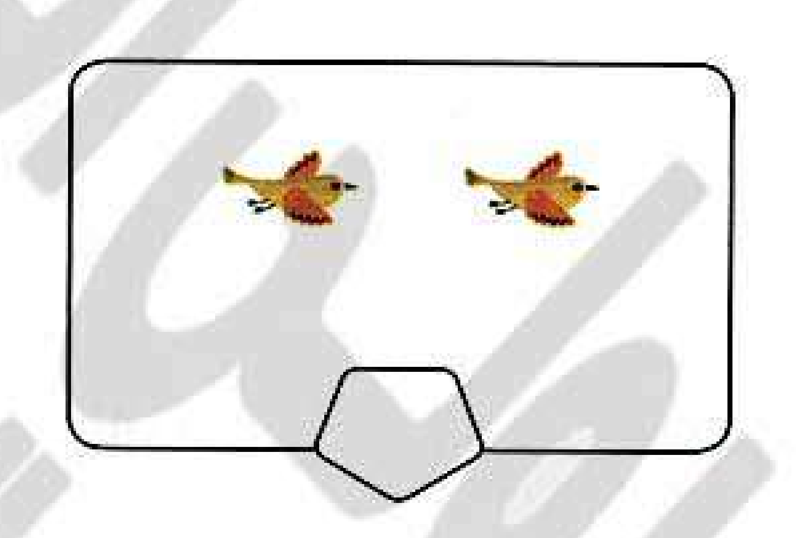
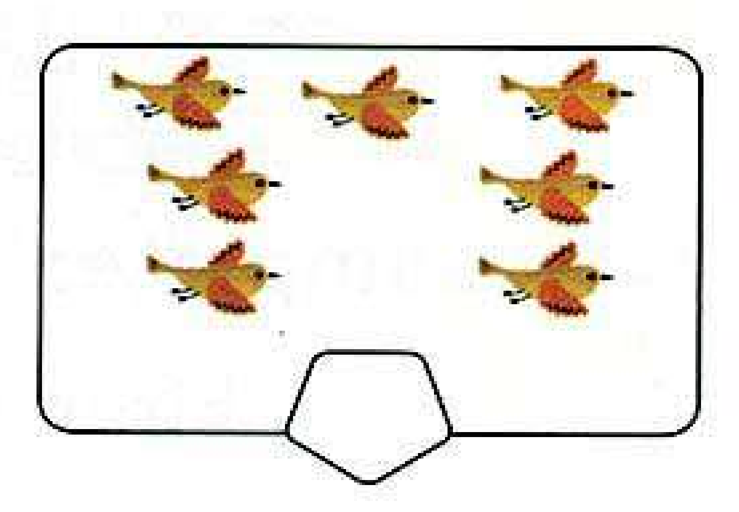
Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

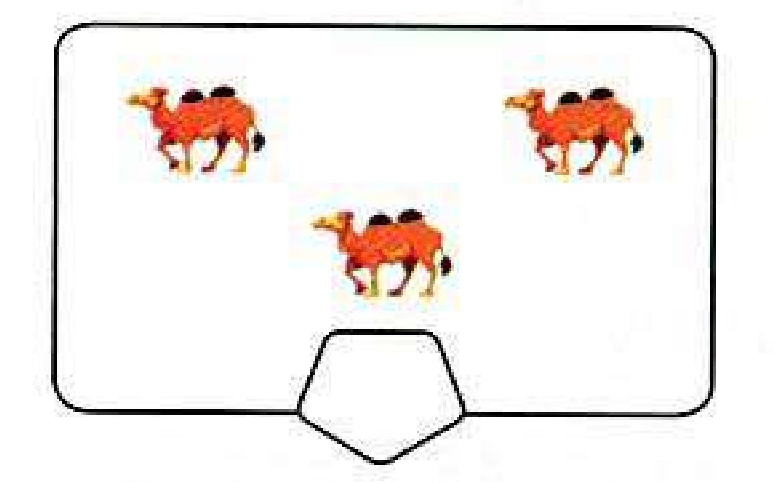
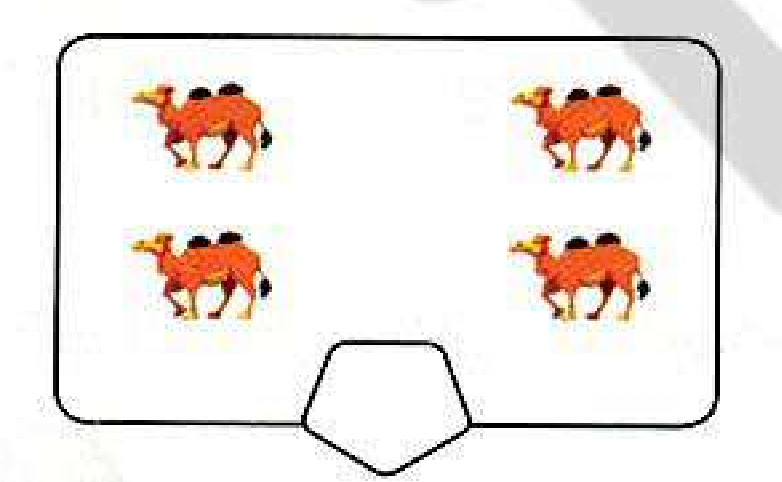
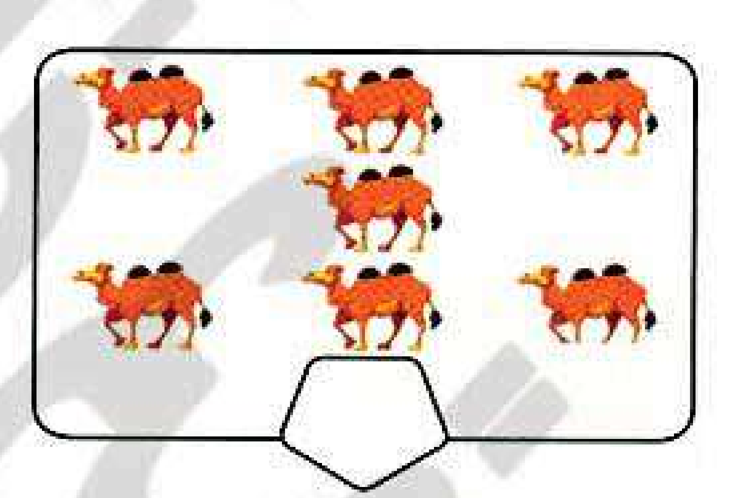
1- Count and write the number:

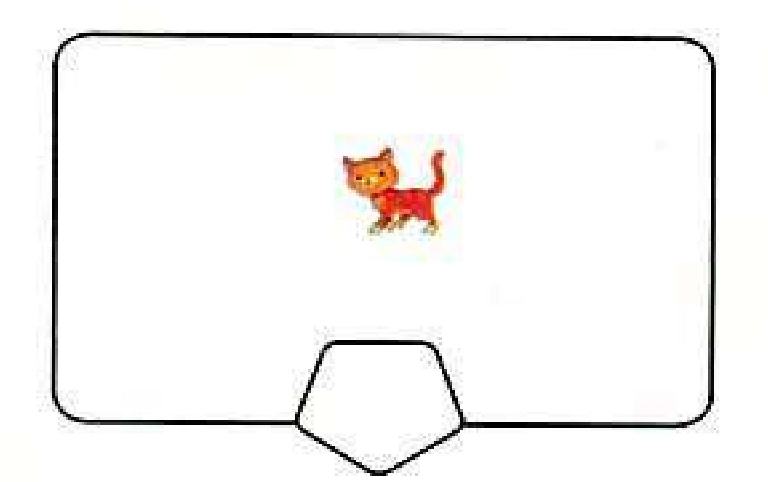
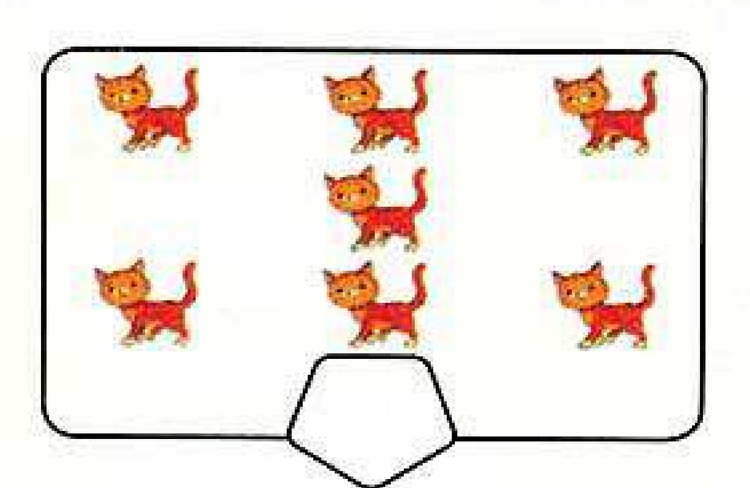
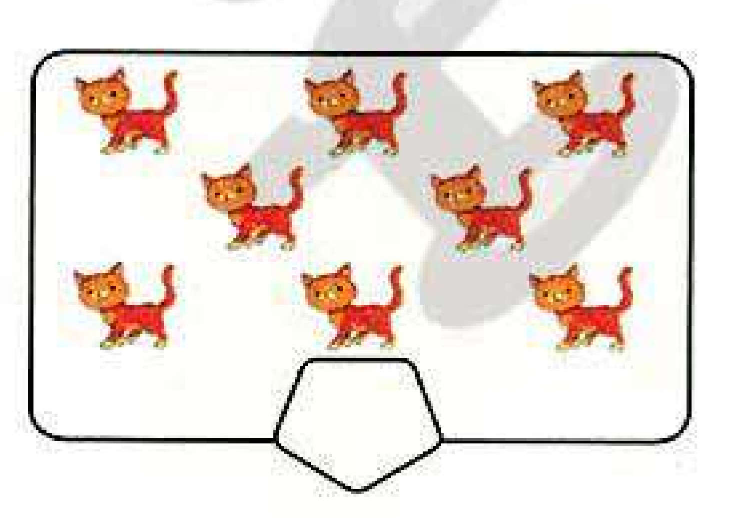


and


is



and

is


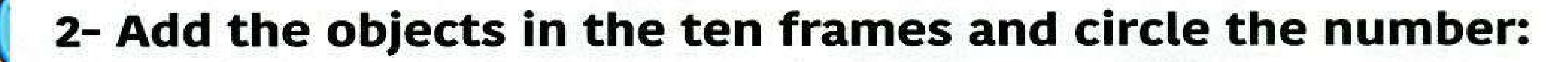

and

is



and

is


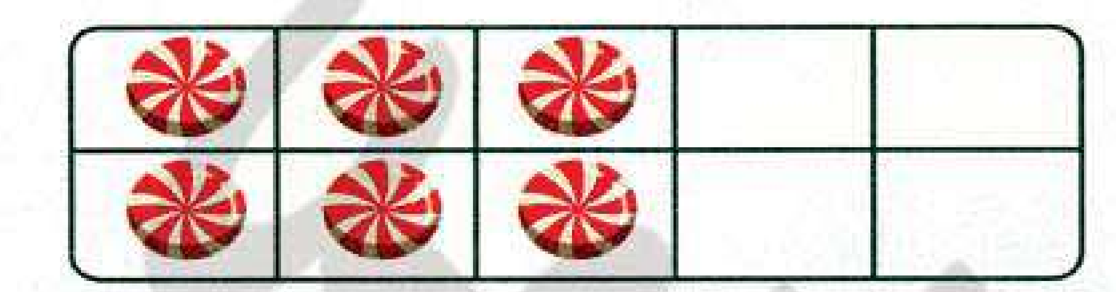
• Invite your child to represent addition with objects, fingers, mental images and drawings.

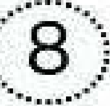


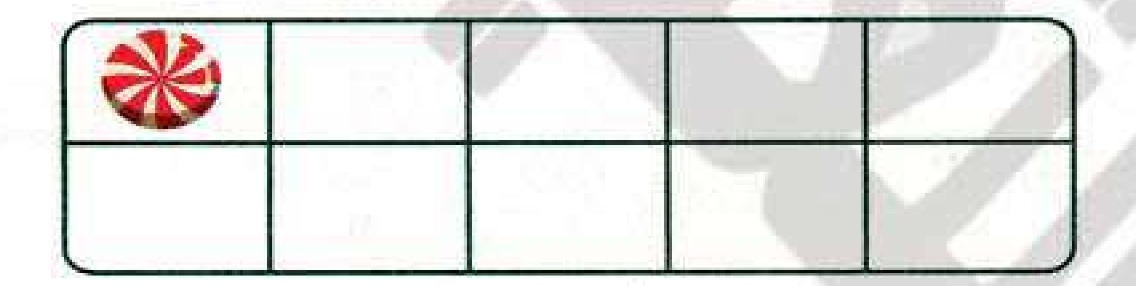
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2- Add the objects in the ten frames and circle the number:



6  9



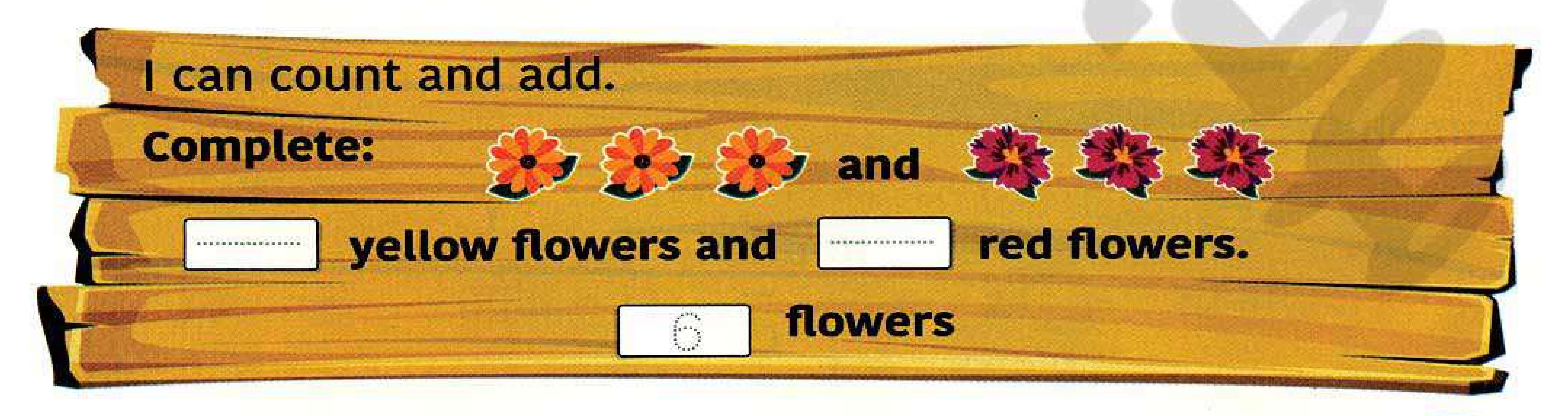
3 5 9



3- If there are (5) boys and (4) girls in the class, then how many pupils are there in the class?

The number of pupils = ... and .... = ... pupils





- Invite your child to represent addition with drawings, acting out situations, verbal explanations, expressions (drawings neet not show details, but should show the mathematics in the problem).





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I can see

5 sheep outside the barn and 4 sheep inside the barn

5 + 4 = 9

plus equals

Complete:

5 dogs and 1 dog

.... + ... = ... dogs

• Help your child relate addition to totals up to 10 within concrete and pictorial settings, by generating number sentences as (5 + 2 = 7) to develop an understanding of the addition symbol.

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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

1- Count and add:

6 + 3 = 9

.... + ... = ...

.... + ... = ...

2- Add and write the number:

1 plus 6 equals 7

3 plus 5 equals

• Ensure that your child can understand addition as putting together, or adding to.





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3– In an amusement park, there are (2)  **and (3)**  **.**

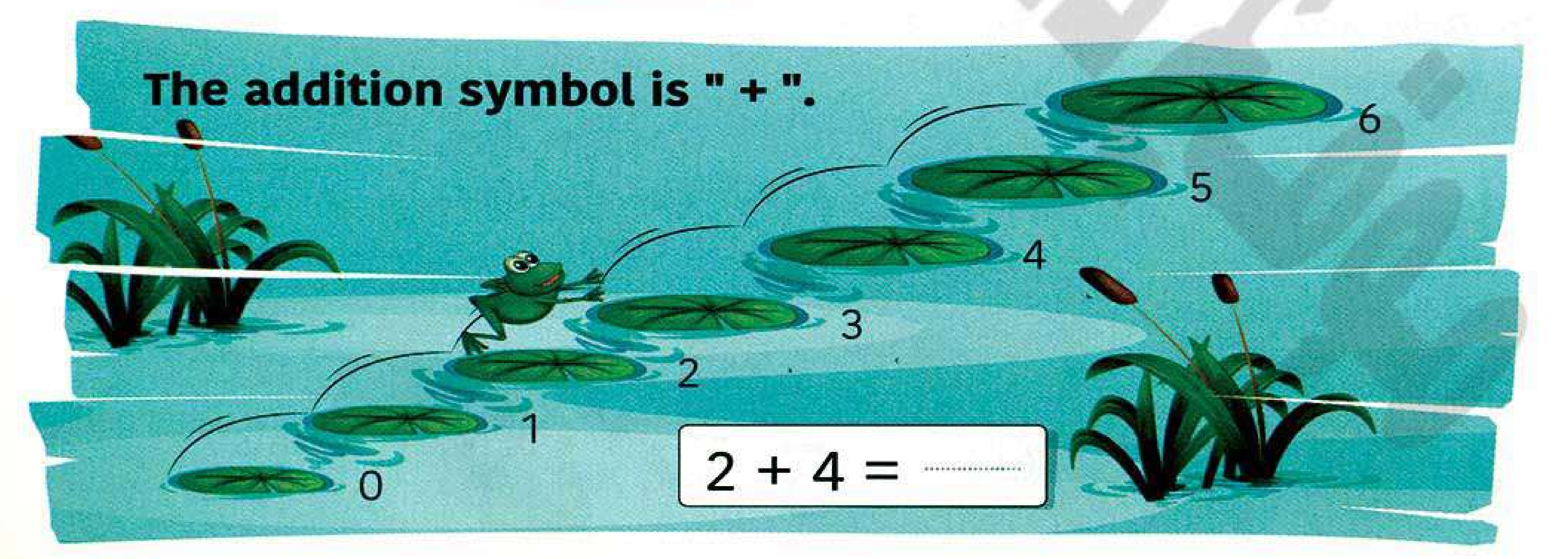


How many  + ?

The number of  and  = ... + ... = ...

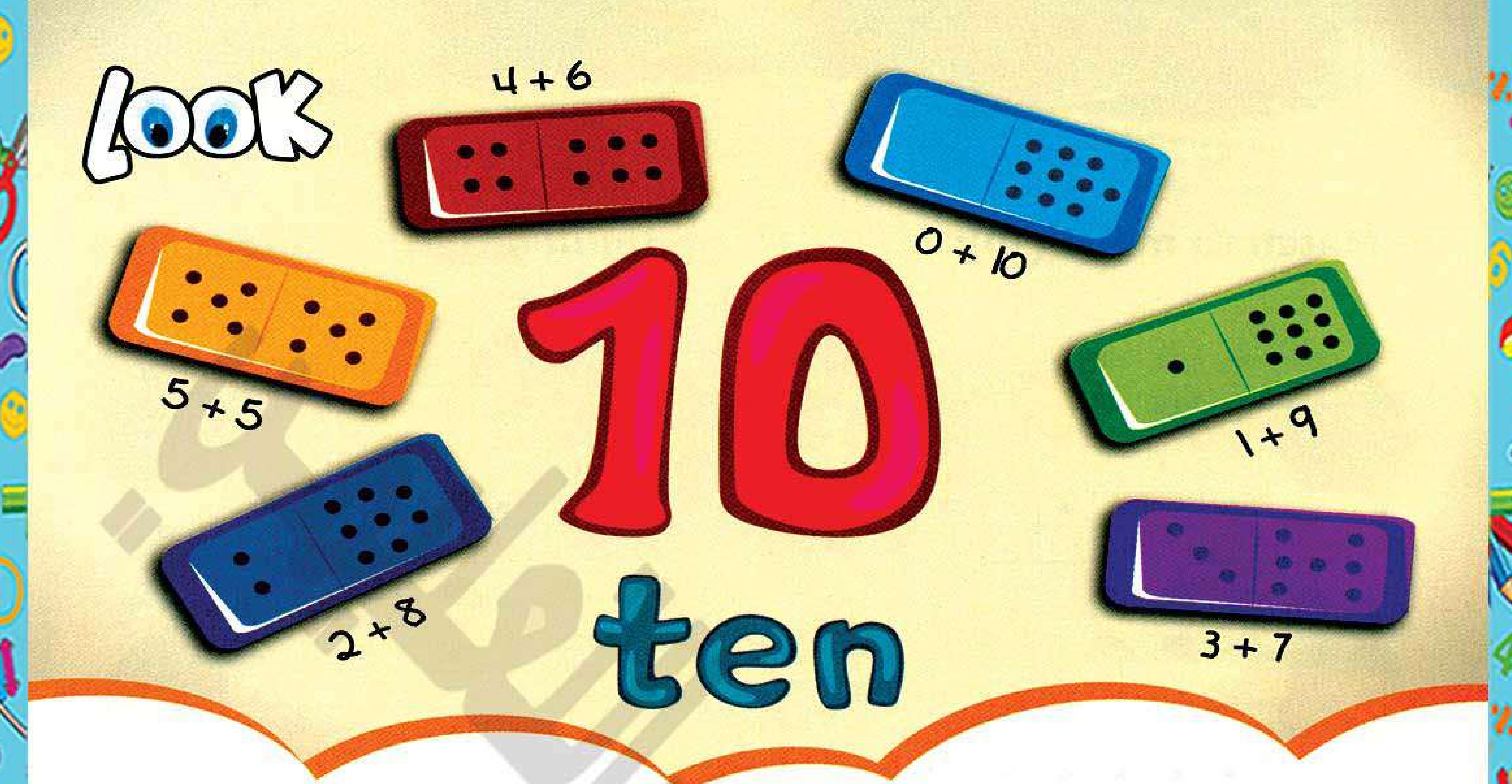


I discovered that:



• Give your child linking cubes to use in solving the problem.


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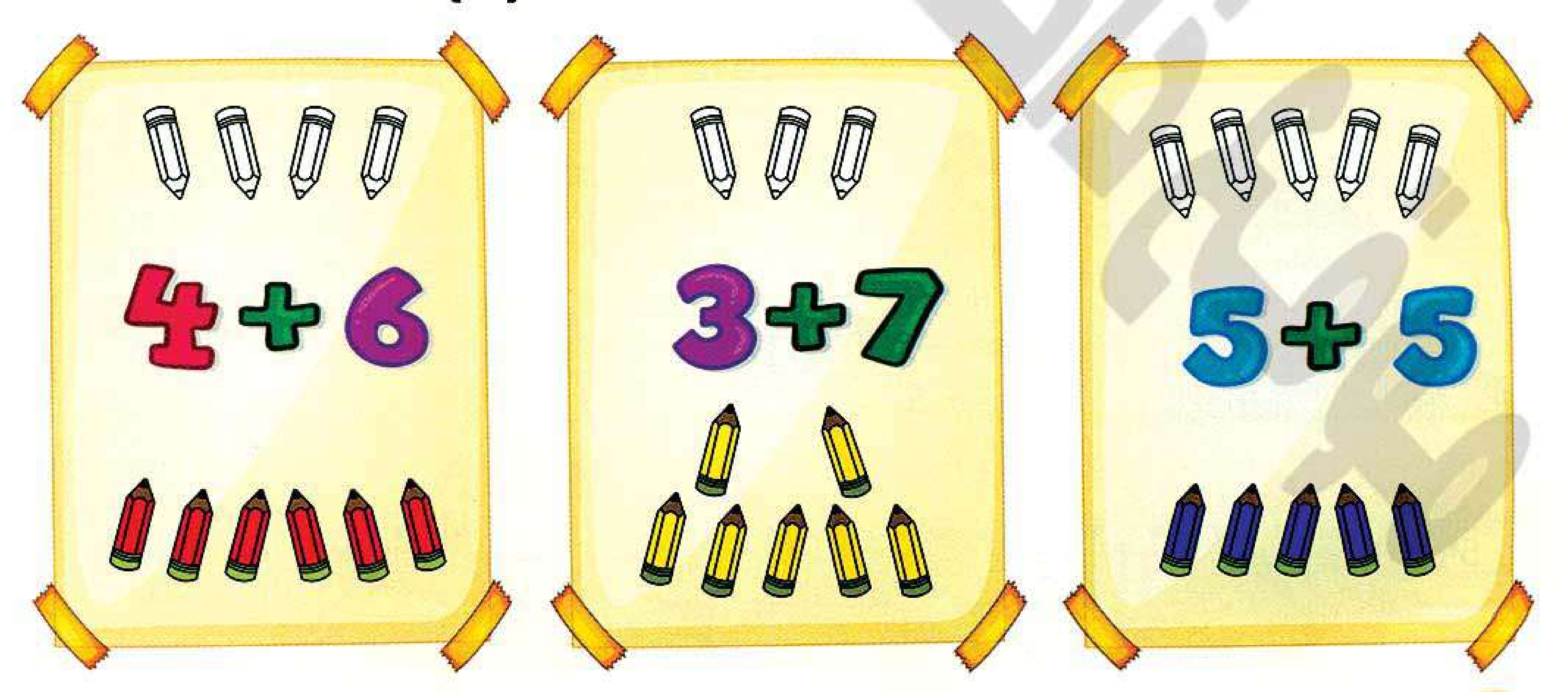




تفوقك في أي مذكرة عليها العلامة دي ذاكرولى RaNia SaYed

Fact family of number (10).

- **Color to form (10):**



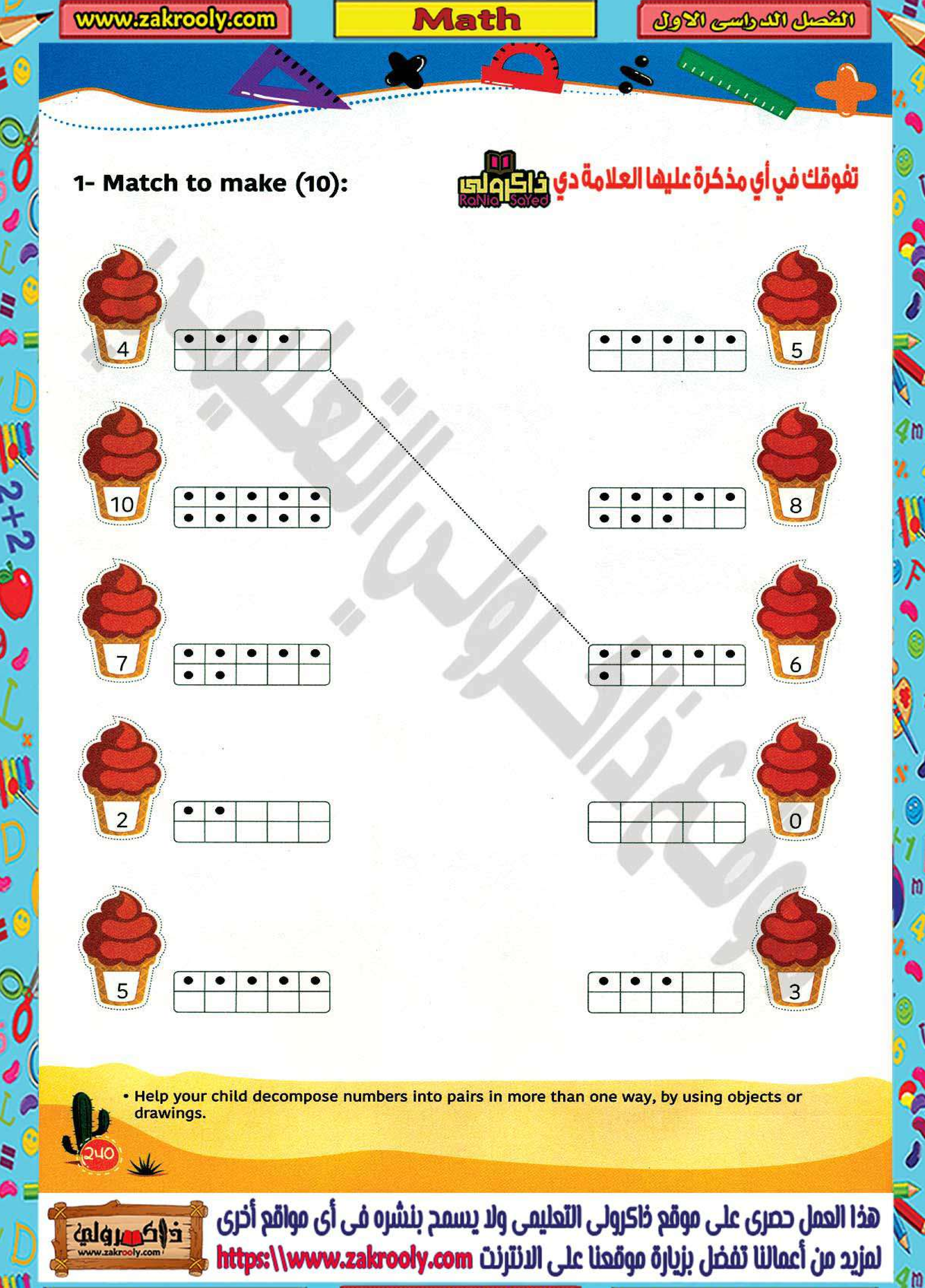
- For any number from 1 to 9, find the number that makes 10 when added to the given number, by using objects or drawings.



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تفوقك في أي مذكرة عليها العلامة دي ذاكرولى RaNia SaYed

1- Match to make (10):



• Help your child decompose numbers into pairs in more than one way, by using objects or drawings.

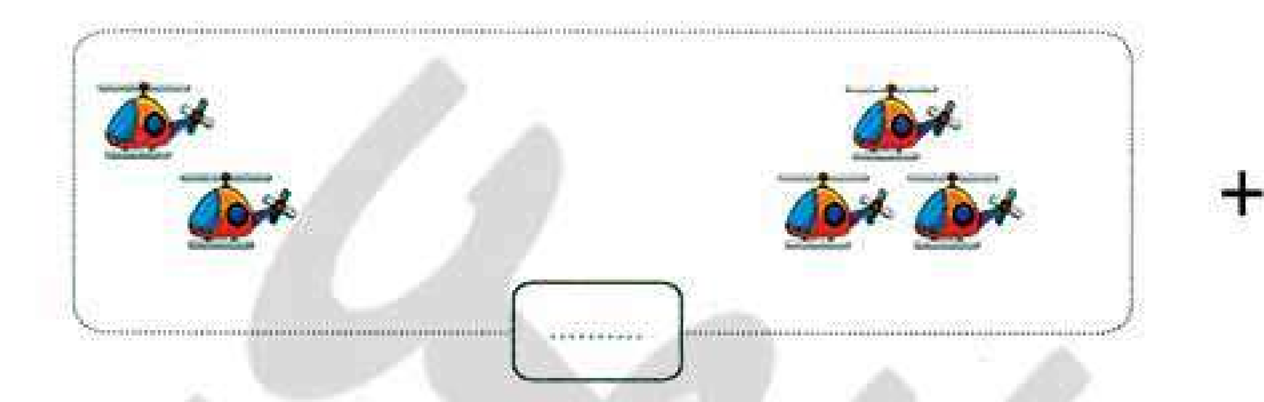
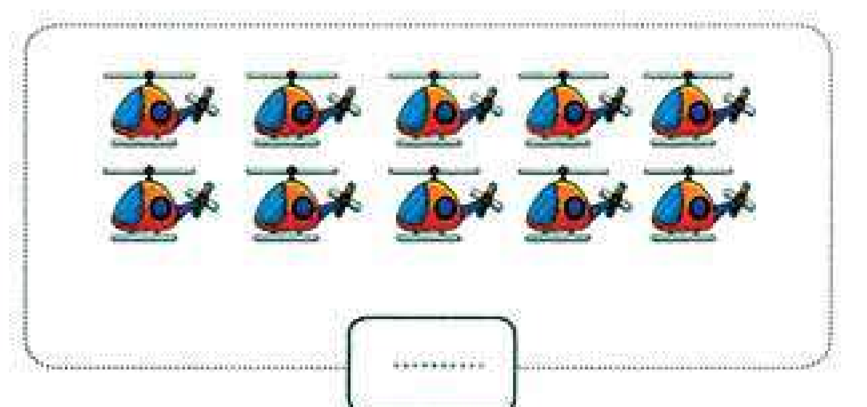
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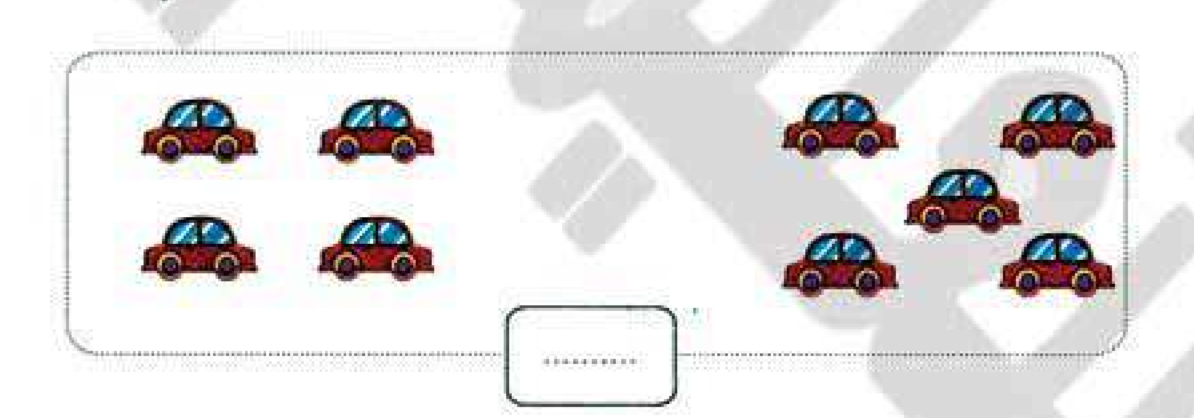
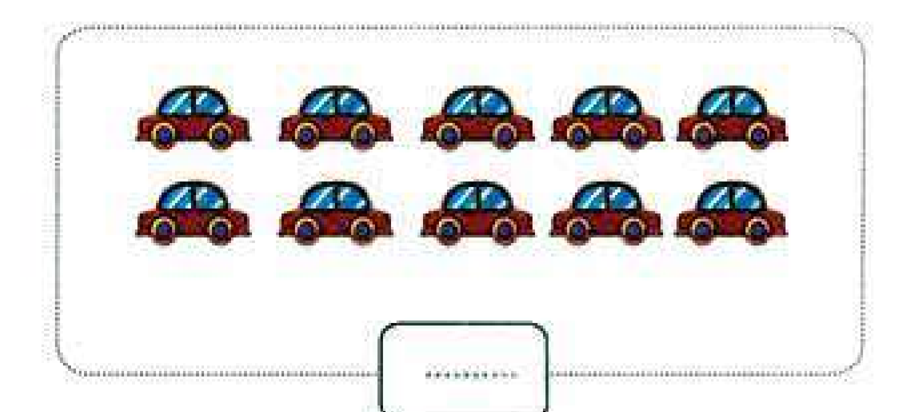


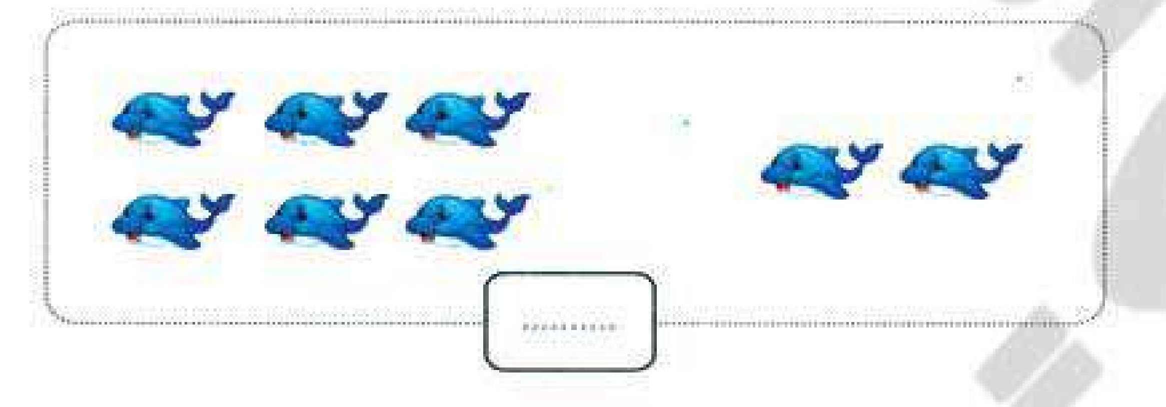
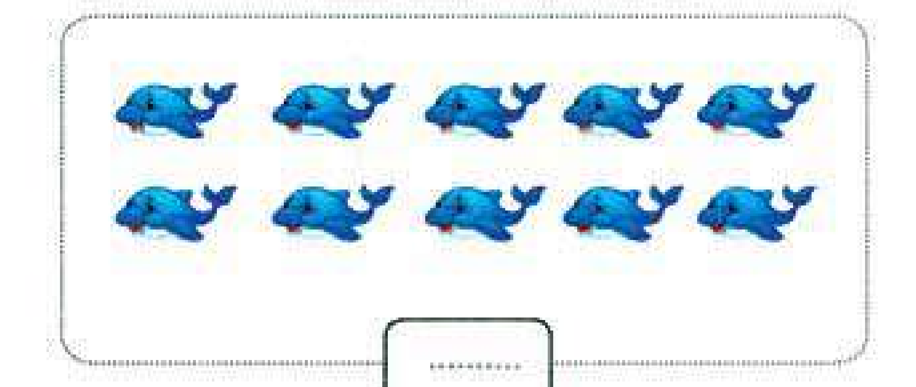
Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

2- Add and write the number:

 .... + ... =  ....

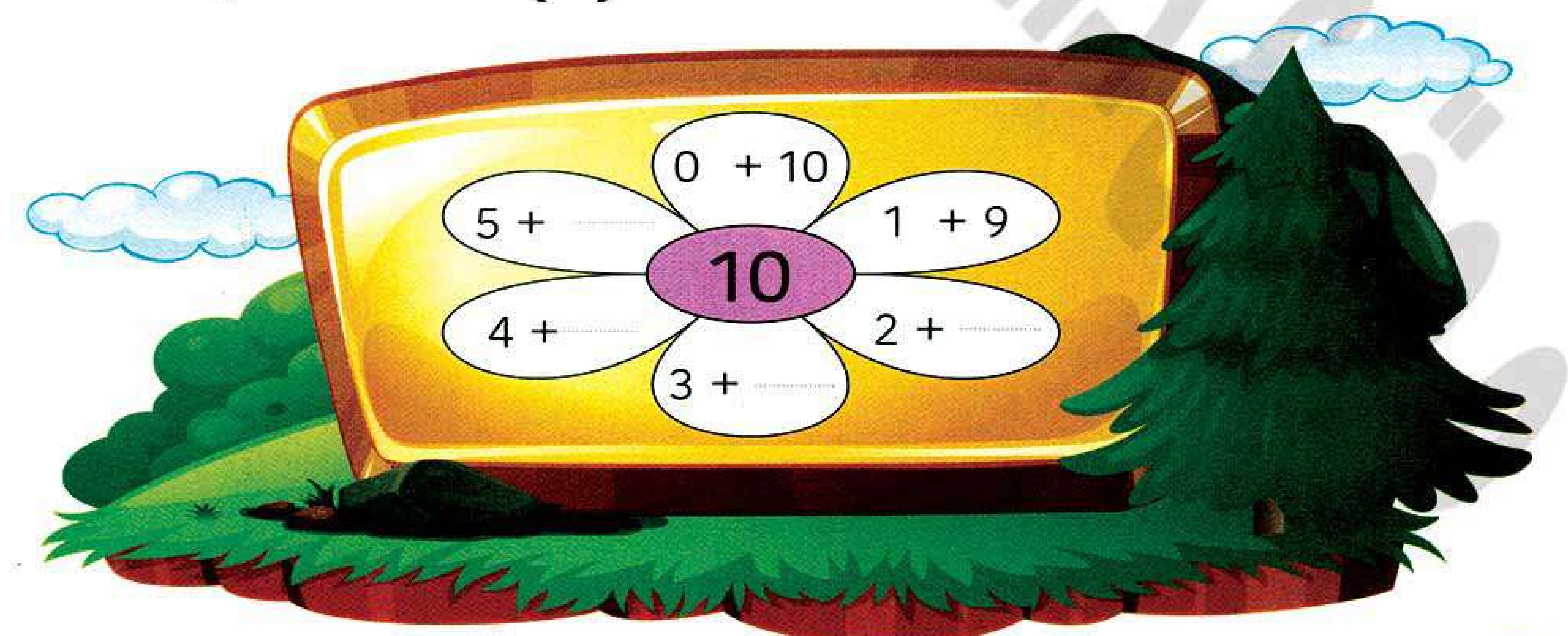
 .... +  .... =  ....

 .... +  .... =  ....



I discovered that:

Components of (10) are:



• Help your child decompose numbers into pairs in more than one way, by using objects or drawings and record each decomposition by a drawing or equation as (10 = 6 + 4 and 10 = 9 +1).





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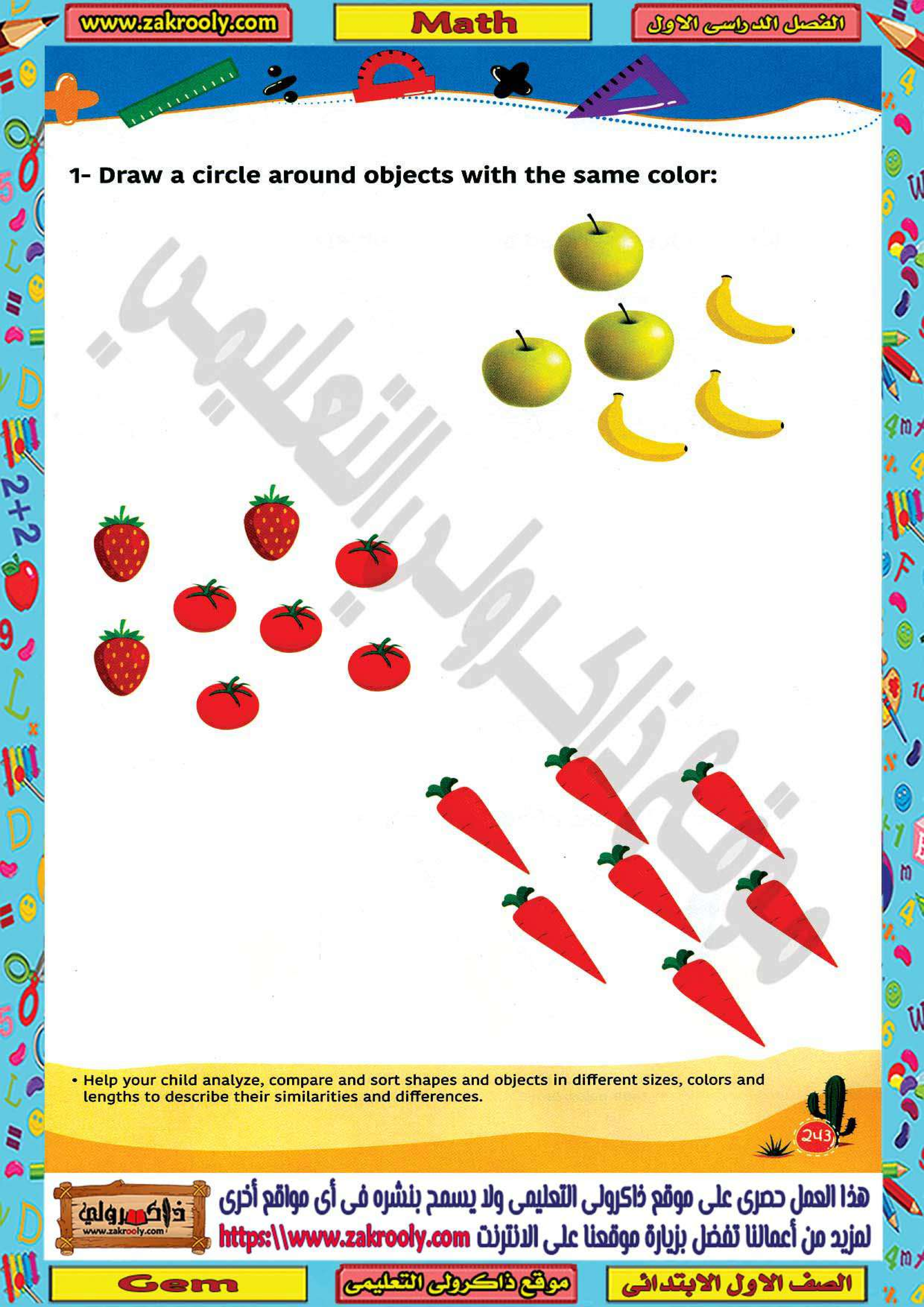
I can see

Objects can be classified by:

Color	Green	Yellow
Length	Tall	Short
Size	Big	Small

• Help your child analyze, compare and sort shapes and objects in different sizes, colors and lengths to describe their similarities and differences.

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1- Draw a circle around objects with the same color:

• Help your child analyze, compare and sort shapes and objects in different sizes, colors and lengths to describe their similarities and differences.

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موقع ذاكرولى التعليمى



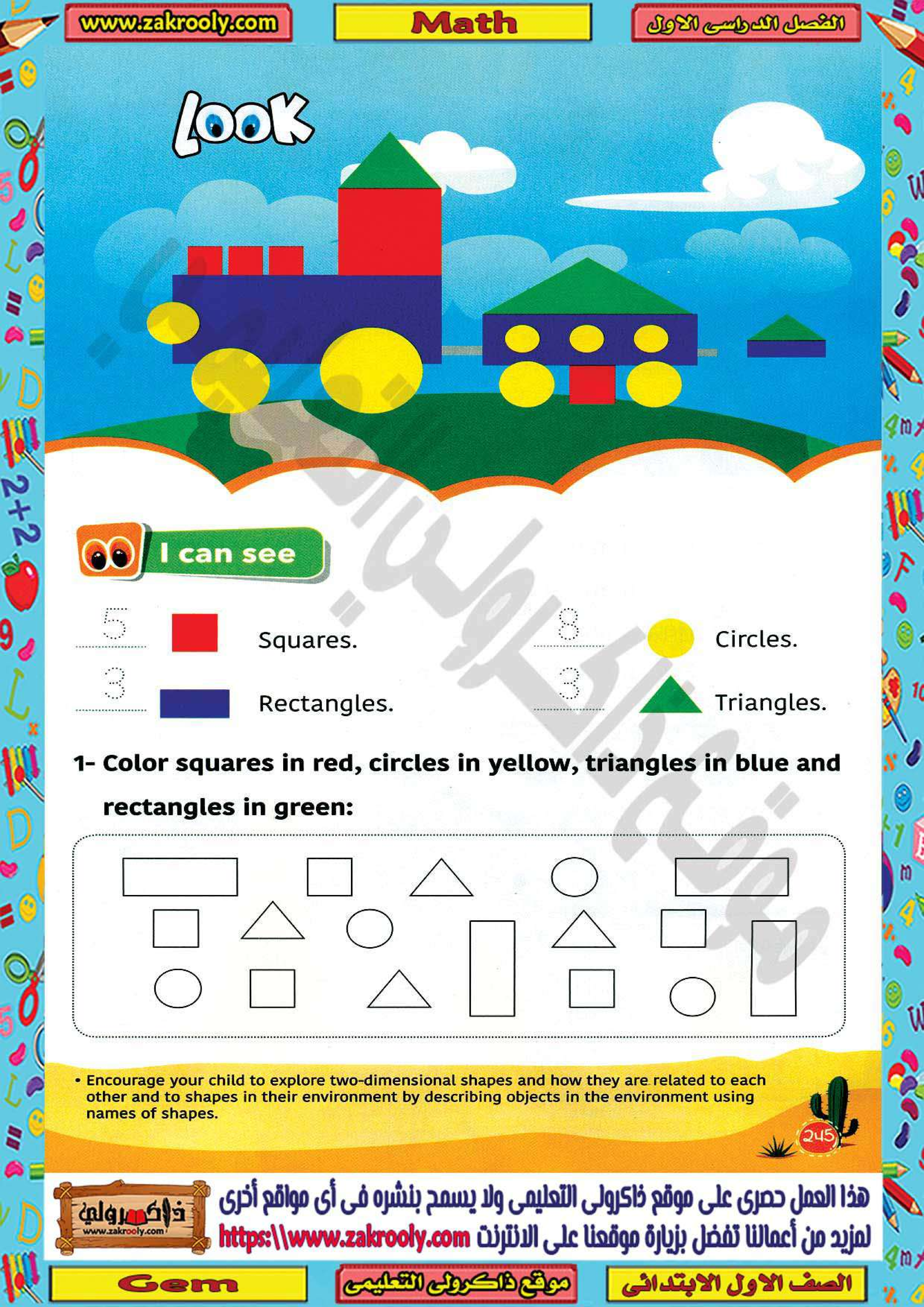
2- Color big objects in red and small objects in green:

I discovered that:

Objects can be classified by color, length and size.

- Give your child some objects at home and ask him/her to classify them into sets according to their color, length or size and ensure that he/she understands the concept.

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I can see

5 Squares.

3 Rectangles.

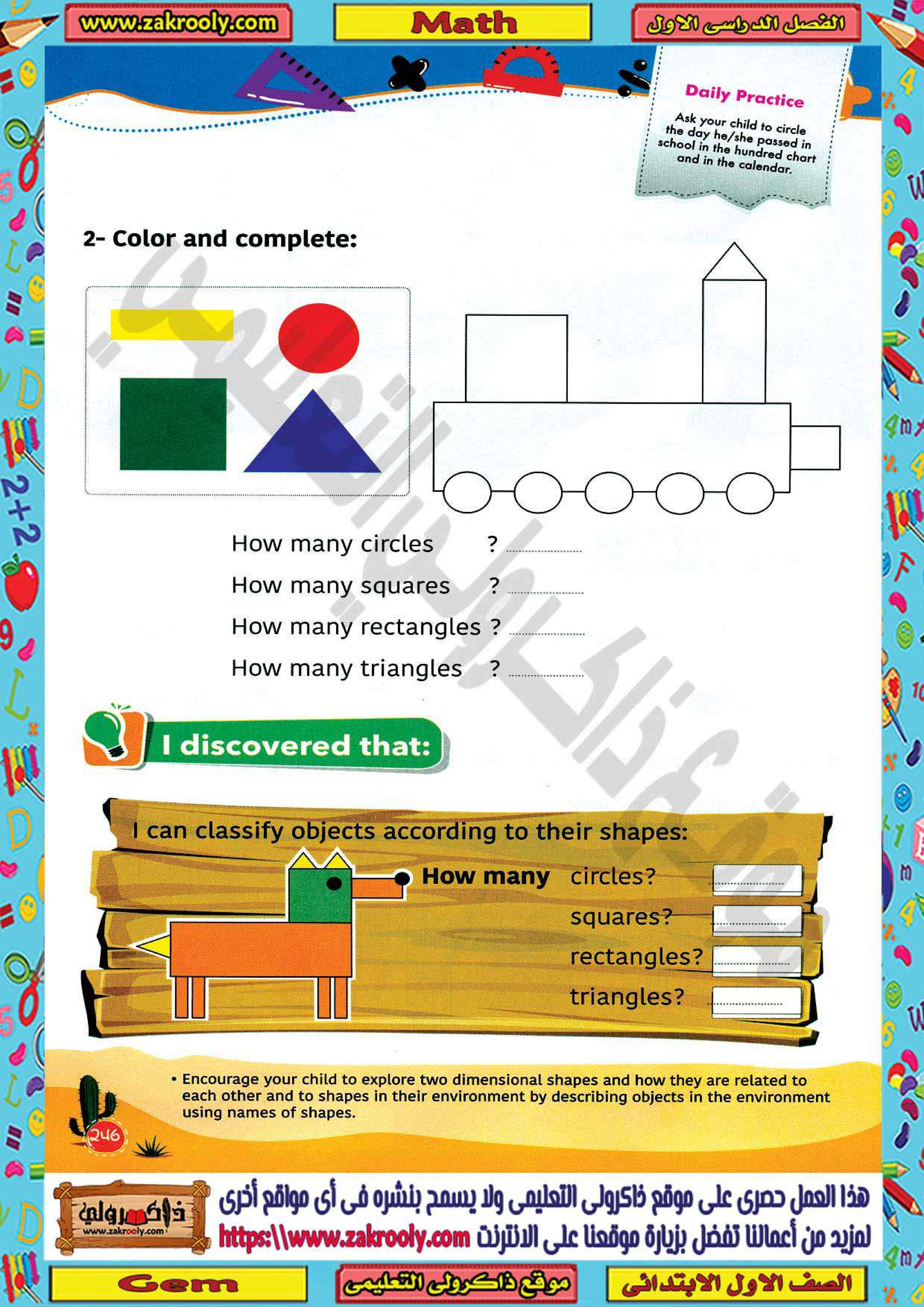
8 Circles.

3 Triangles.

1- Color squares in red, circles in yellow, triangles in blue and rectangles in green:

• Encourage your child to explore two-dimensional shapes and how they are related to each other and to shapes in their environment by describing objects in the environment using names of shapes.

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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

2- Color and complete:

How many circles ? ....

How many squares ? ....

How many rectangles ? ....

How many triangles ? ....

I discovered that:

I can classify objects according to their shapes:

How many circles? ....

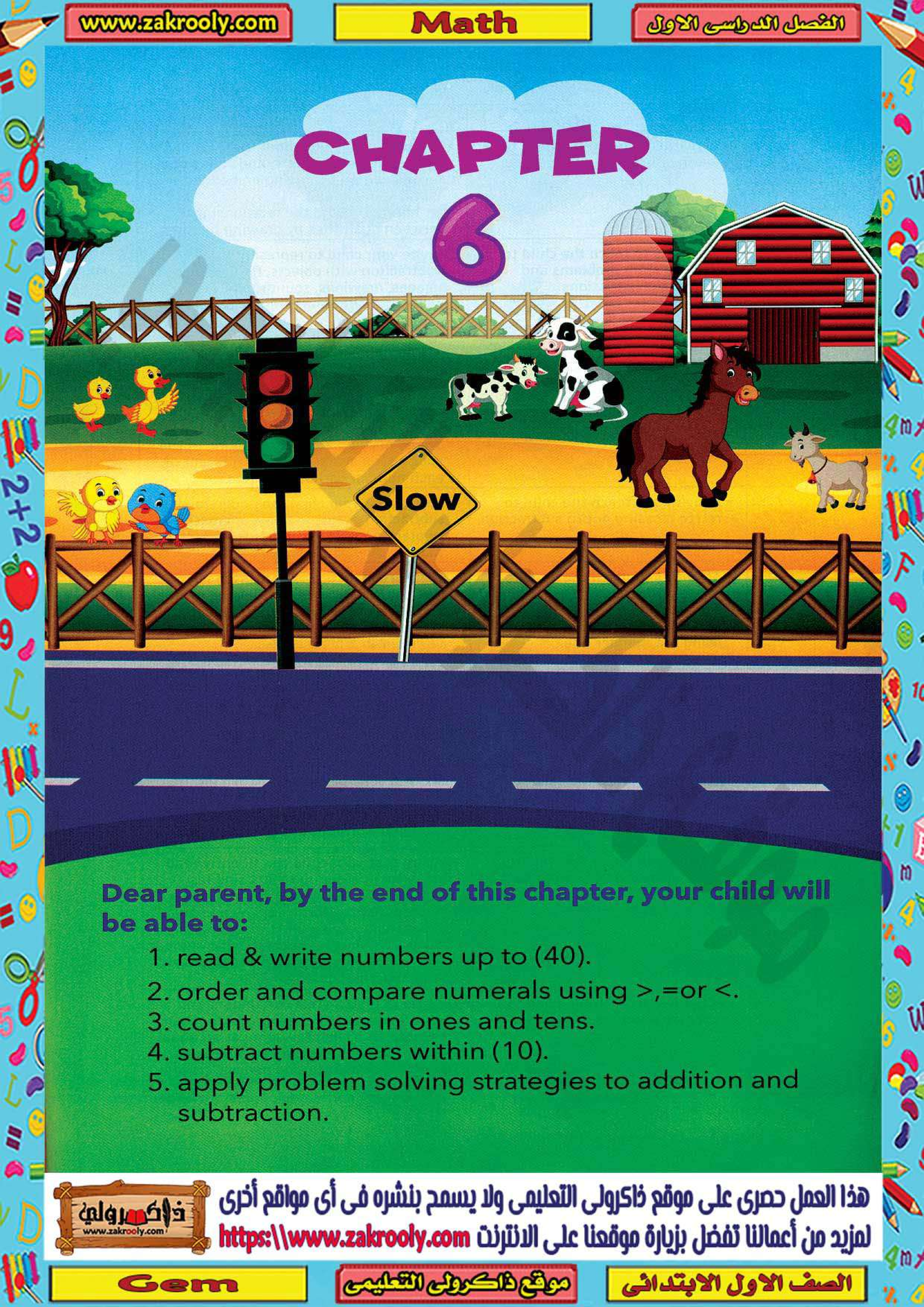
squares? ....

rectangles? ....

triangles? ....

- Encourage your child to explore two dimensional shapes and how they are related to each other and to shapes in their environment by describing objects in the environment using names of shapes.

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Dear parent, by the end of this chapter, your child will be able to:

1. read & write numbers up to (40).
2. order and compare numerals using >,=or <.
3. count numbers in ones and tens.
4. subtract numbers within (10).
5. apply problem solving strategies to addition and subtraction.

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LOOK

I can see

- There are (5) nuts.

- 2 nuts are dropped.
- 3 nuts are left.

- There are .... birds.

- .... birds are left.
- .... birds flew away.



• Talk to your child about the number of birds, fingers, and cubes, then assist him/her to use them to represent subtraction.




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Daily Practice

Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.

1-In a toy shop Ahmed bought (5) toys:



The number of all toys in the toy shop is ....

The number of toys Ahmed bought is ....

The number of toys which are left is ....

2- Complete:





The whole number of the pupils is ....

The number of the pupils who left the bus is ....

The number of the remaining pupils is ....

• Invite your child to represent subtraction with objects, mental images and drawings.





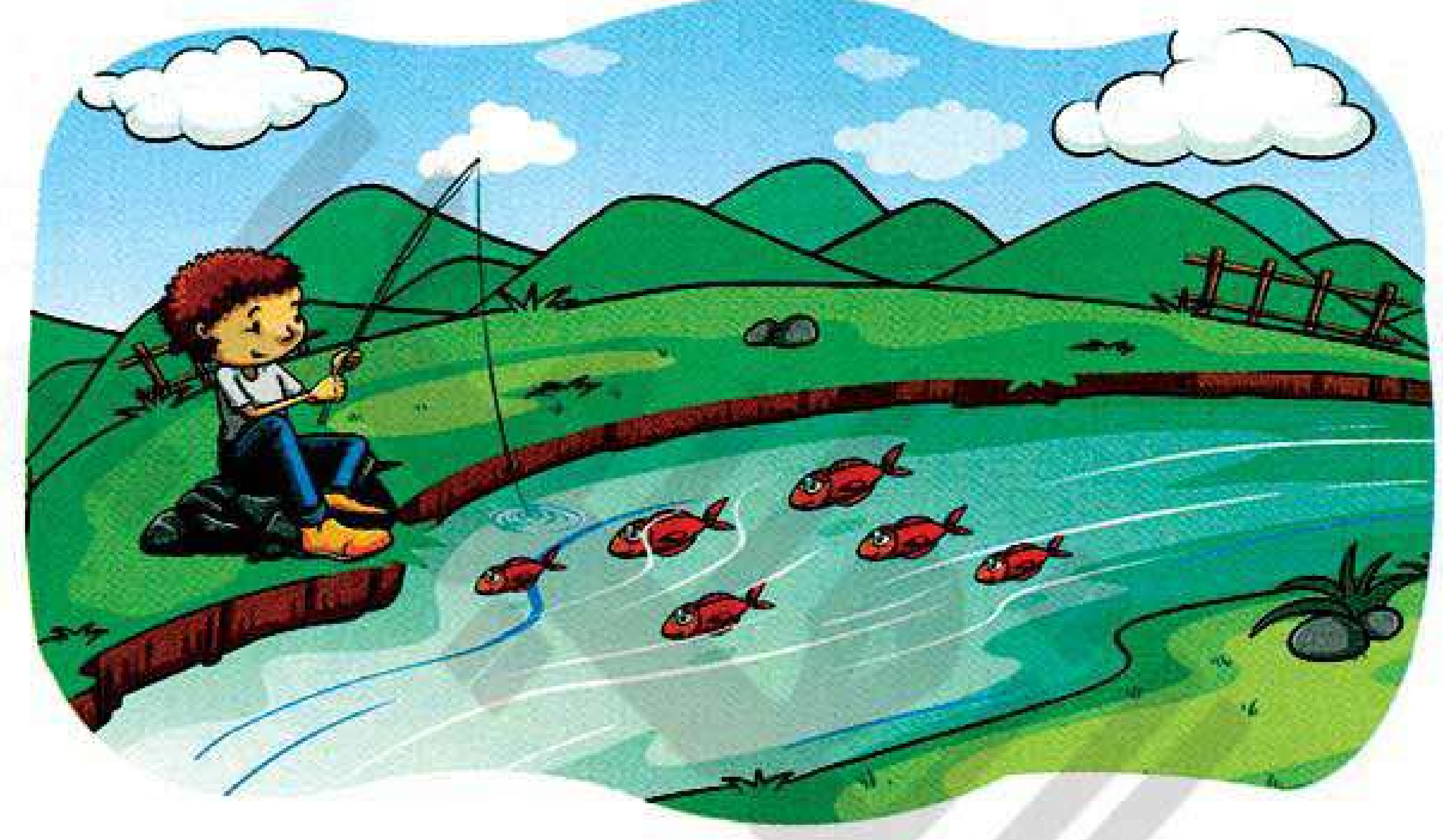
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Daily Practice

Ask your child to circle the day he or she passed the study in the hundred chart and in calendar.

3- Complete:



There are .... fish in the lake.



The boy cought .... fish.

.... fish are left.

I discovered that:

I can find how many are left by crossing out.



Complete:

There are .... frogs.

.... frog is outside the pond.

.... frogs are left.

• Assist your child to represent subtraction by drawings, acting situations and expressions from his/her environment.





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LOOK

I can see

9 horses.

5 horses are outside the race track.

4 horses are inside the race track.

By crossing out the number of horses outside the race track.

It can be written as a subtraction sentence.

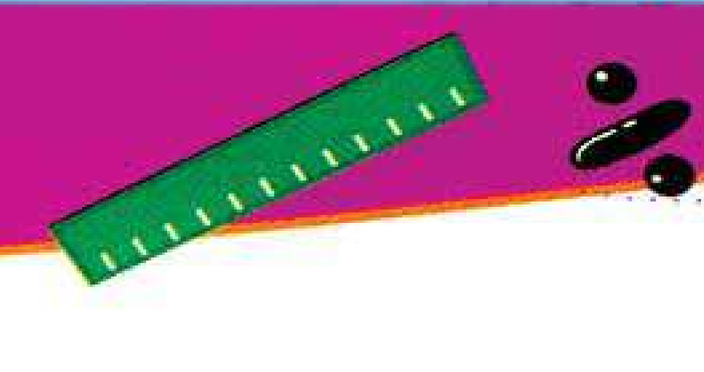
$$9 - 5 = 4$$

minus equals difference

- Help your child relate subtraction by crossing out up to 10 to acting out situations by making subtraction sentences as (7 - 2 = 5) to develop an understanding of the subtraction symbol.



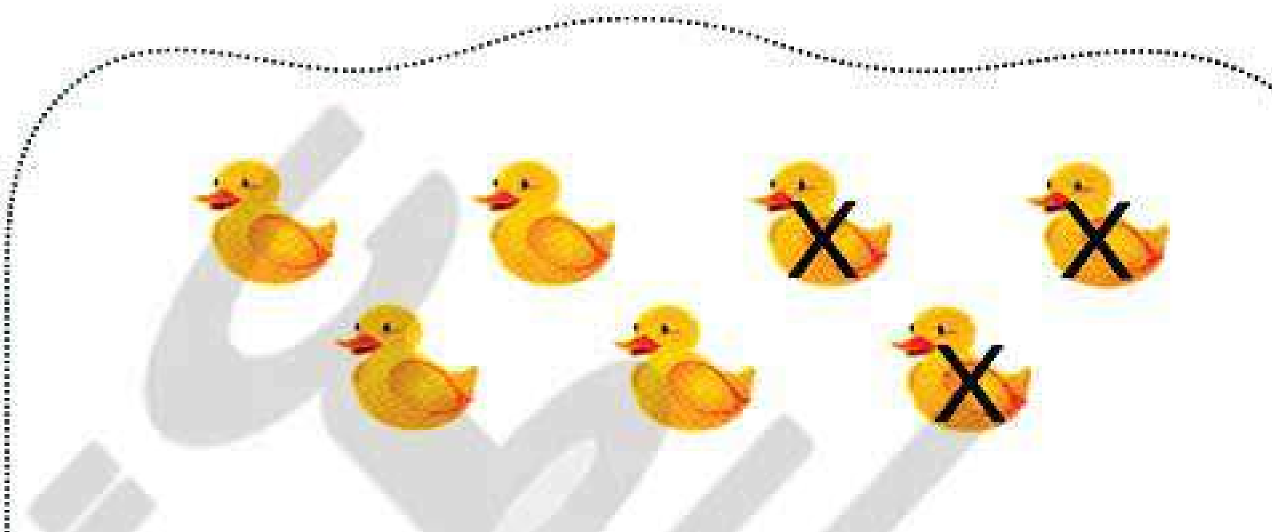
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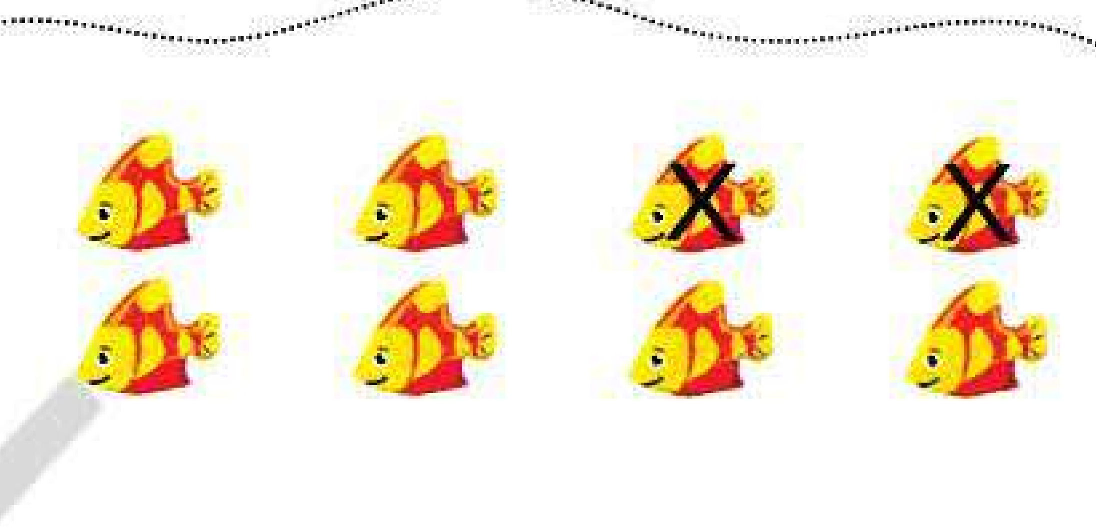
Daily Practice

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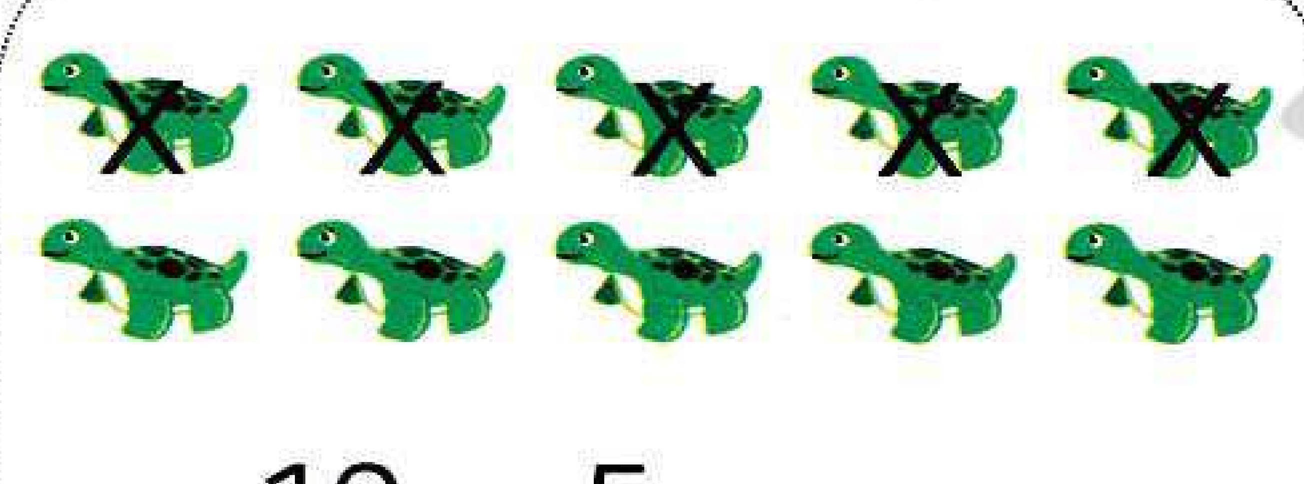
1- Subtract:



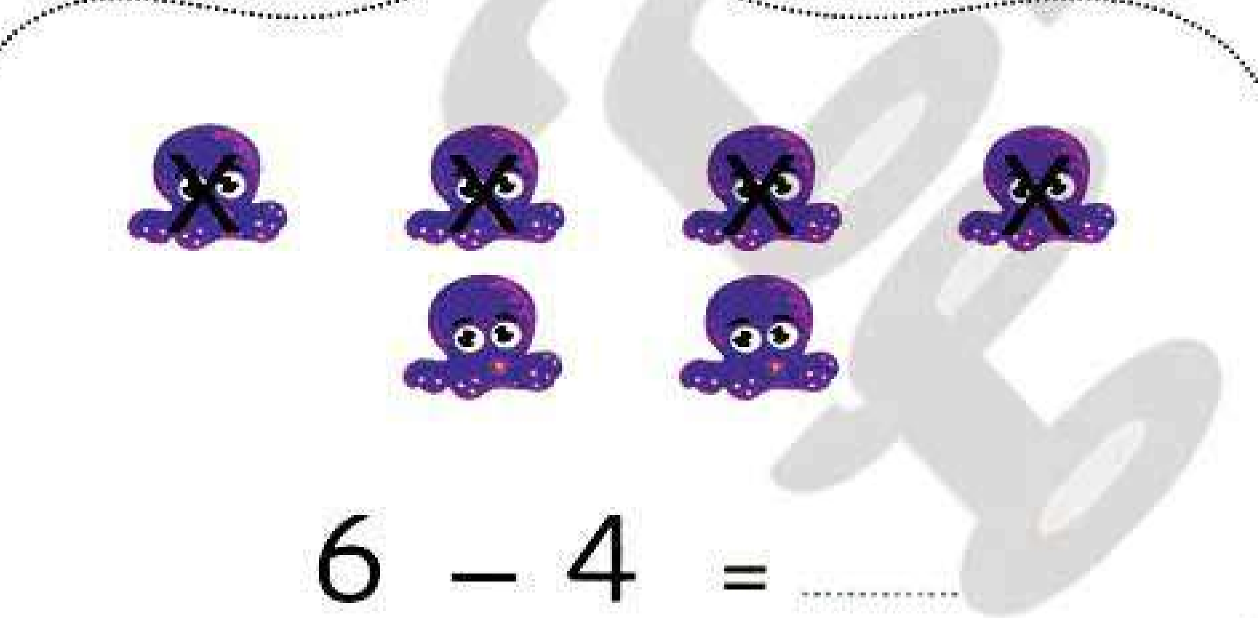
7 – 3 = 4



8 – 2 = ...



10 – 5 = ...



6 – 4 = ...

• Ensure that your child understands subtraction as crossing out by practicing the key words for subtraction, when finding how many are left.

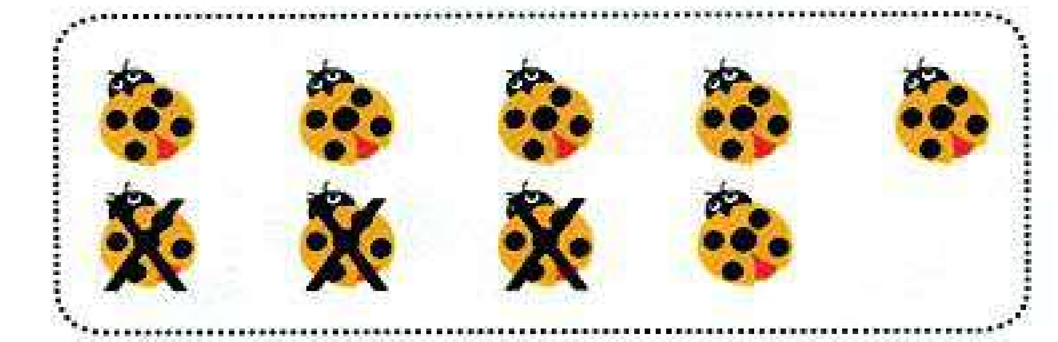




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2- Subtract and match:

6 - 5 = 1



4 - 2 = ...

9 - 3 = ...

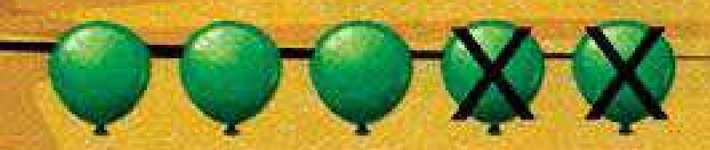


8 - 4 = ...

I discovered that:

Subtraction can be carried out by taking away or crossing out.

Write, how many are left.



(5) balloons, take away (2) 5 - 2 = ...

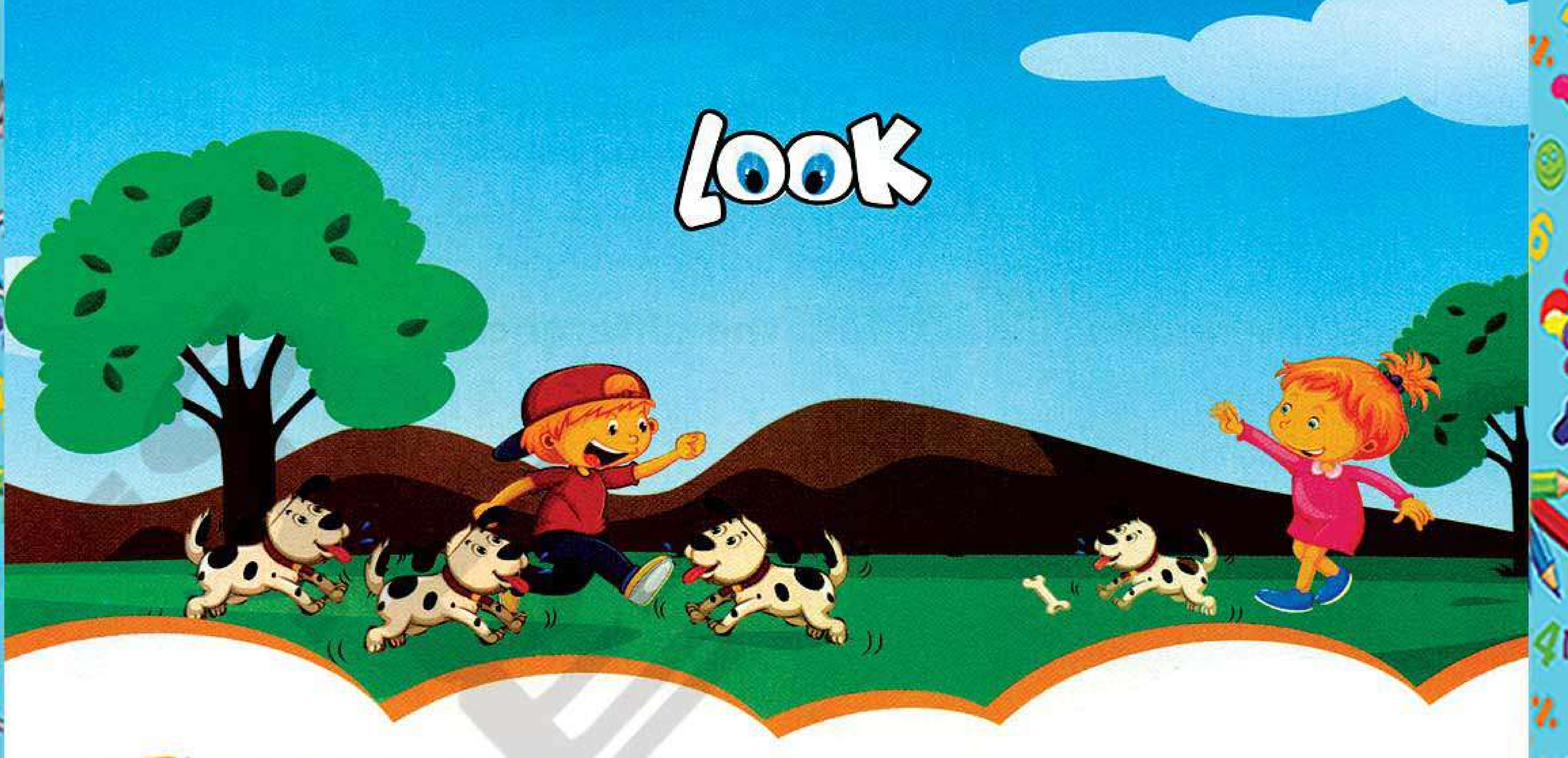
(7) stars, cross out (3) 7 - 3 = ...

- Assist your child to understand subtraction as taking away, or crossing out by practicing the key words for subtraction when finding how many are left.





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I can see



A boy is playing with ..3.. dogs.

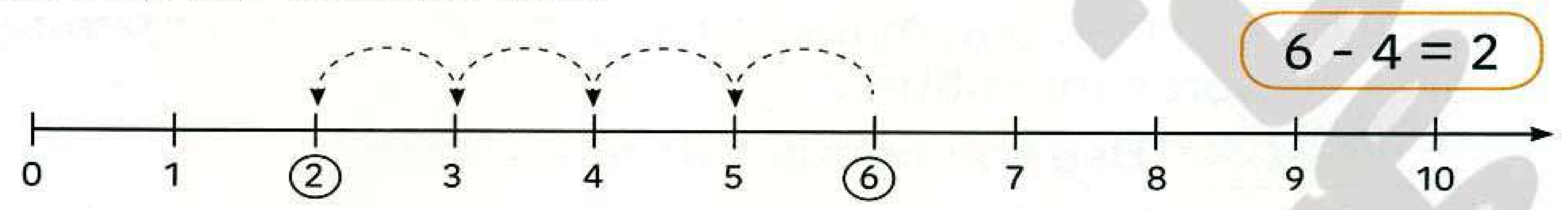
A girl is playing with ..1.. dog.



- How many more dogs is the boy playing with than the girl?

3 - 1 = 2 dogs

- To find the difference between the numbers (6) and (4) , we can use the number line:



- Start with the greater number.
- Move back the number of steps of the smaller number.
- The number you reach is the difference.

- Assist your child to learn subtraction using number line.
- Give your child linking cubes to use in solving the problems.



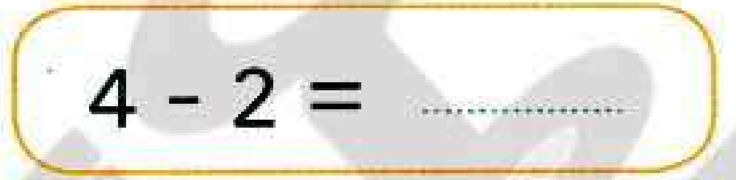


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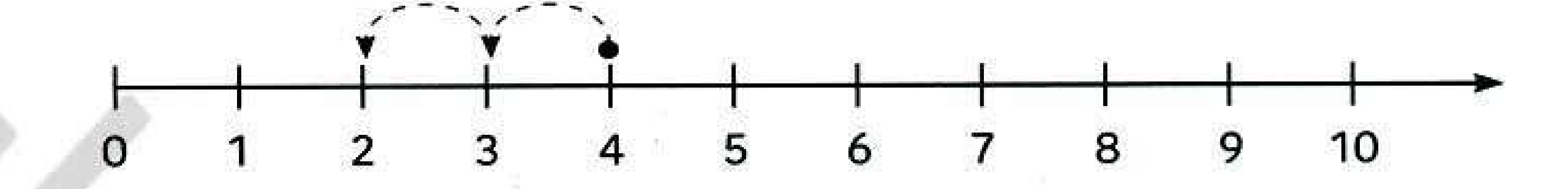
Daily Practice

Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.

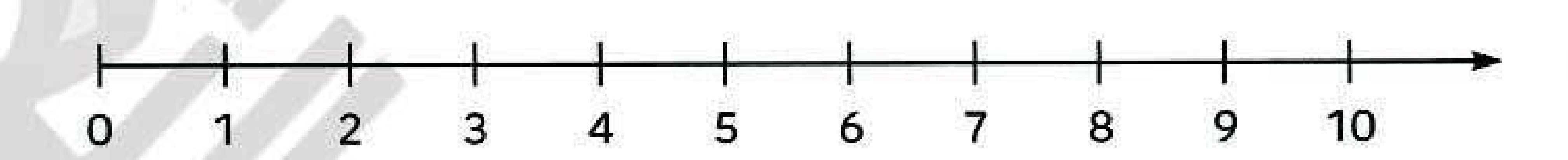
1- Use the number line to find the difference:



4 - 2 = ...

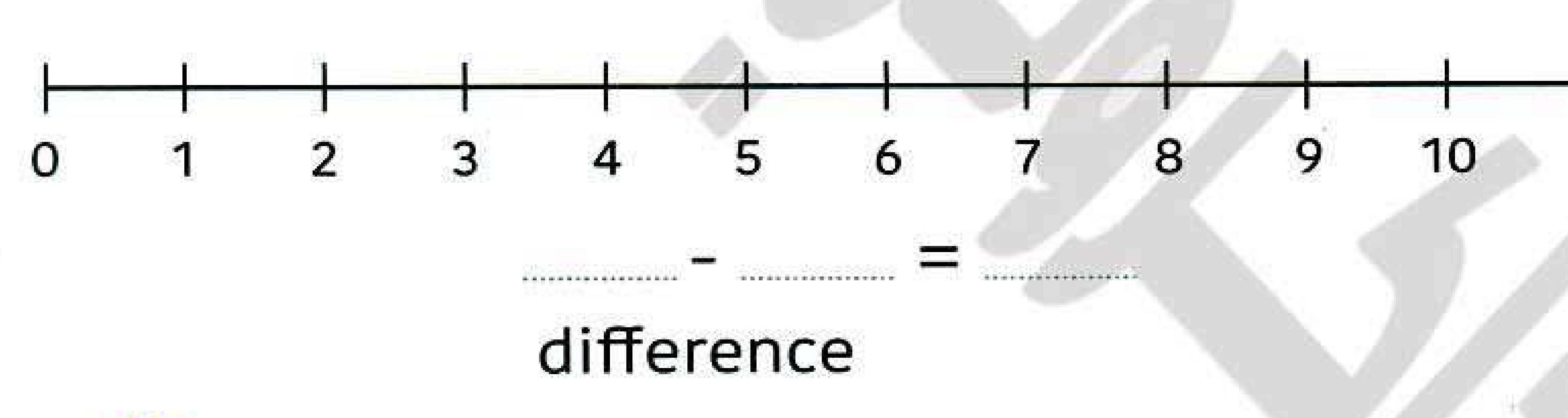


6 - 1 = ...



2- The frog hunted nine flies for dinner. It ate three of them!

How many flies are left?





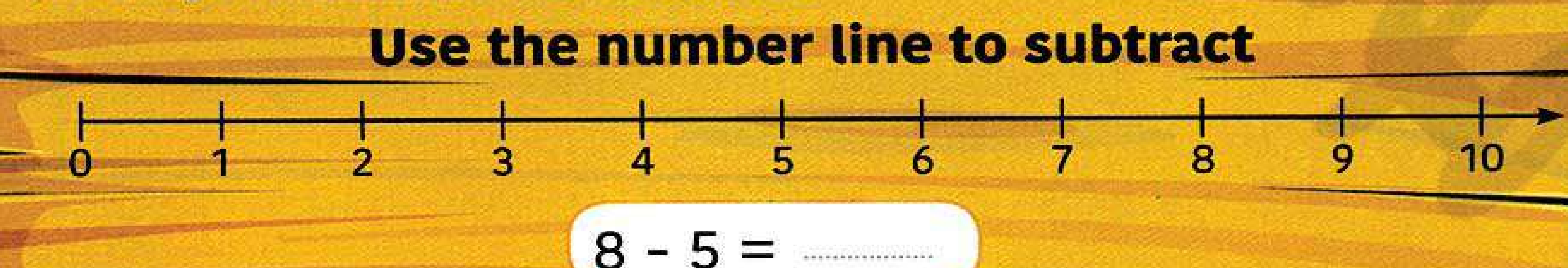
.... - .... = ...

difference

I discovered that:

Take away, cross out, many more, difference and remaining are key words for subtraction.

Use the number line to subtract



8 - 5 = ...



- Build on the concept of crossing out objects in a set, and breaking or hiding parts, to more representations of subtraction.

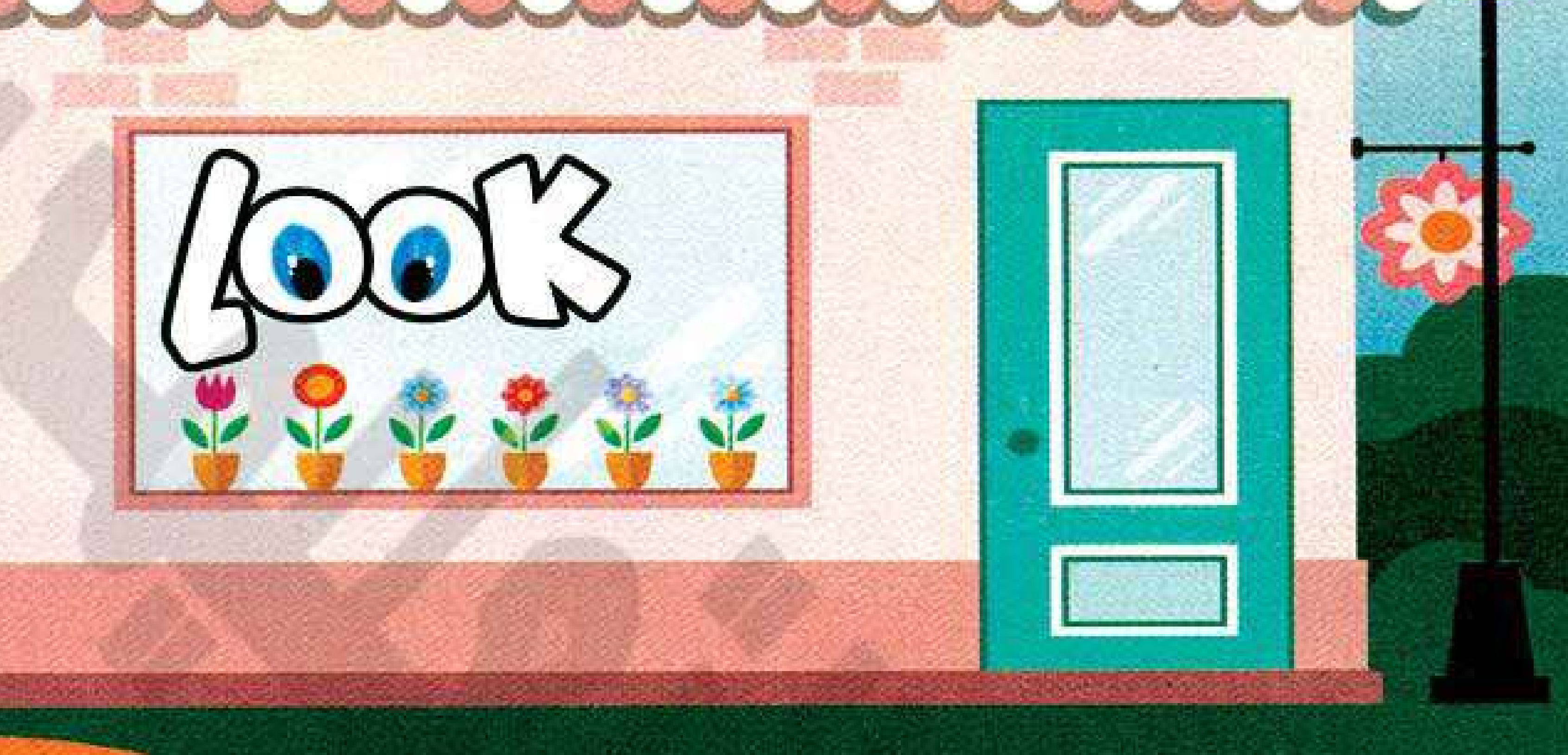


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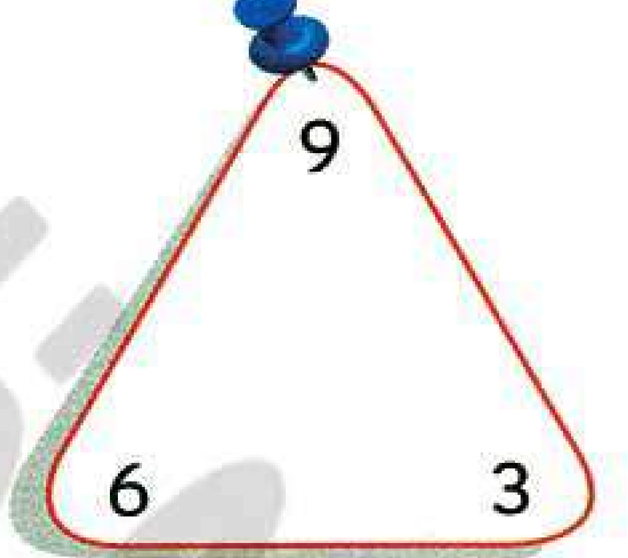






6 flowers in vases.

3 flowers with the boy.



6 + 3 = 9 flowers in all.

9 - 6 = 3 flowers.

9 - 3 = 6 flowers.



• Ensure that your child understands that addition is inversely related to subtraction, addition determines the whole in terms of the parts, and subtraction determines a missing part.



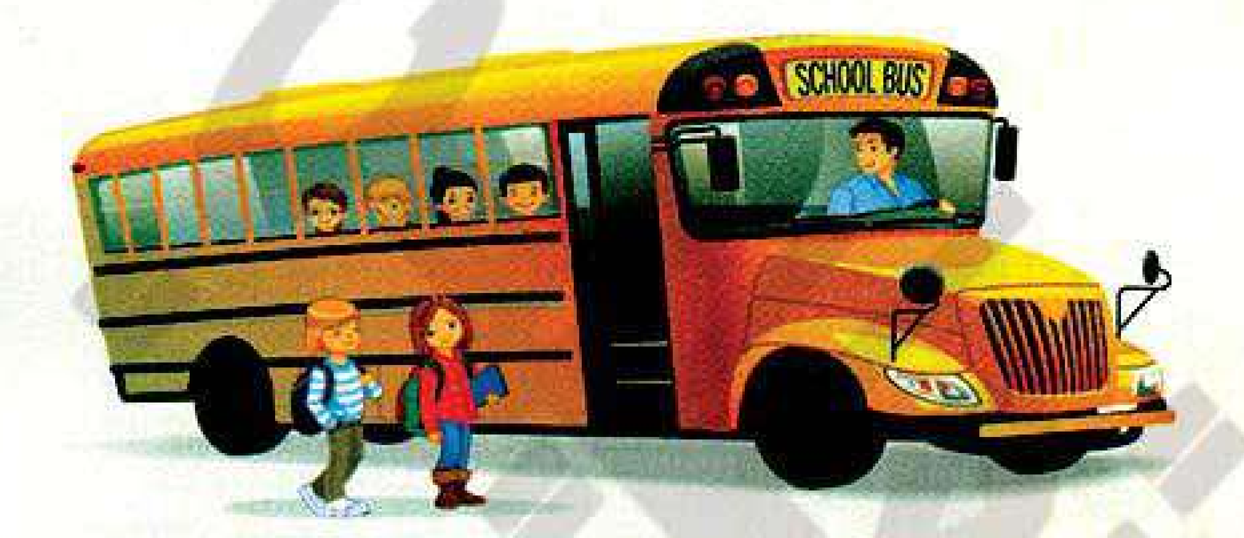


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Daily Practice

Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.

1- Count, add or subtract:



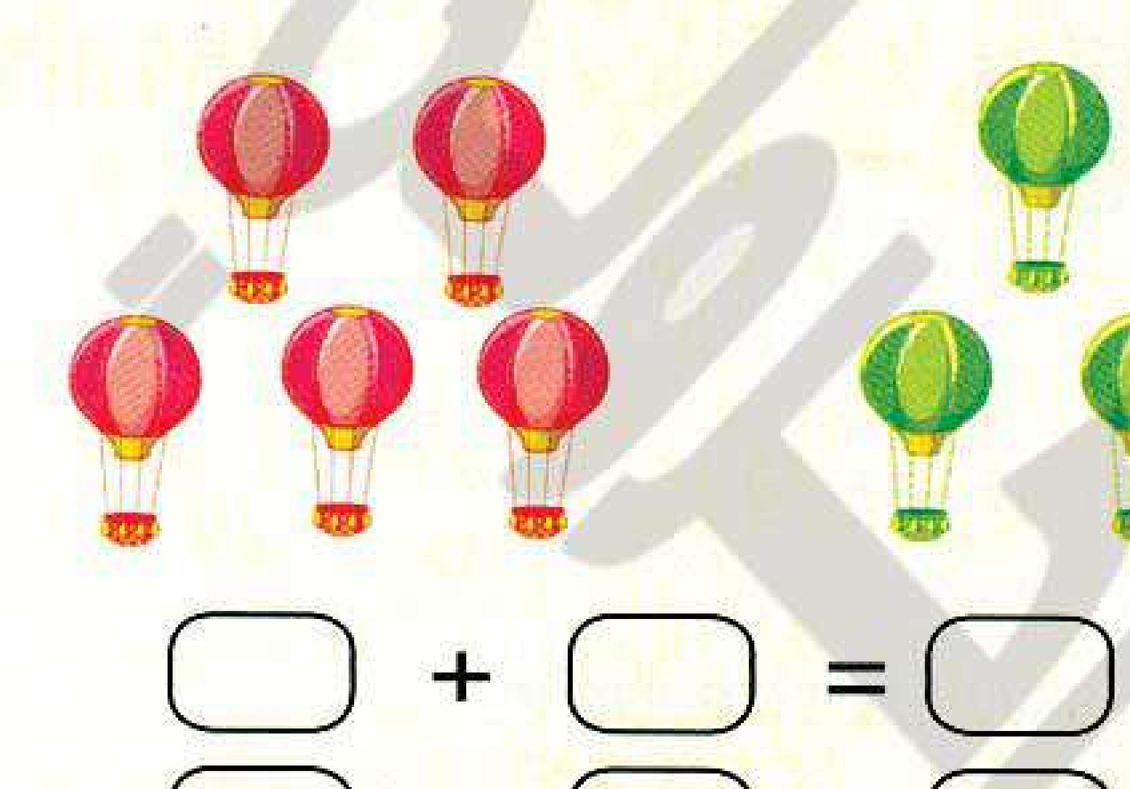
4 + 2 = 6

6 - 2 = 4



___ + ___ = ___

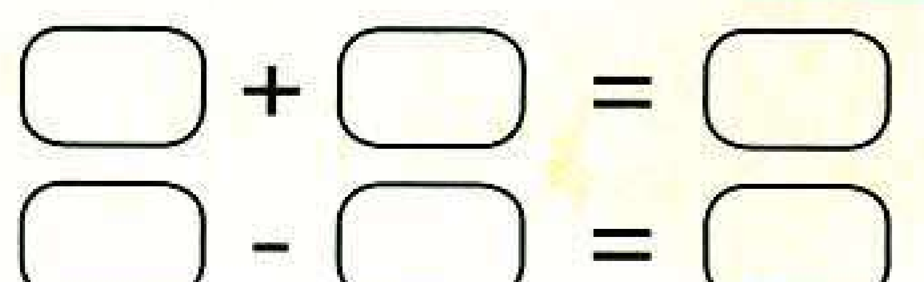
___ - ___ = ___



___ + ___ = ___

___ - ___ = ___

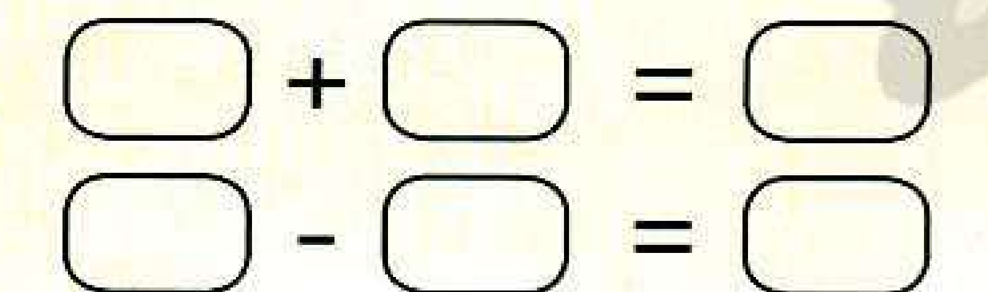




___ + ___ = ___

___ - ___ = ___





___ + ___ = ___

___ - ___ = ___



• Assist your child to act out situations and to relate addition to subtraction.

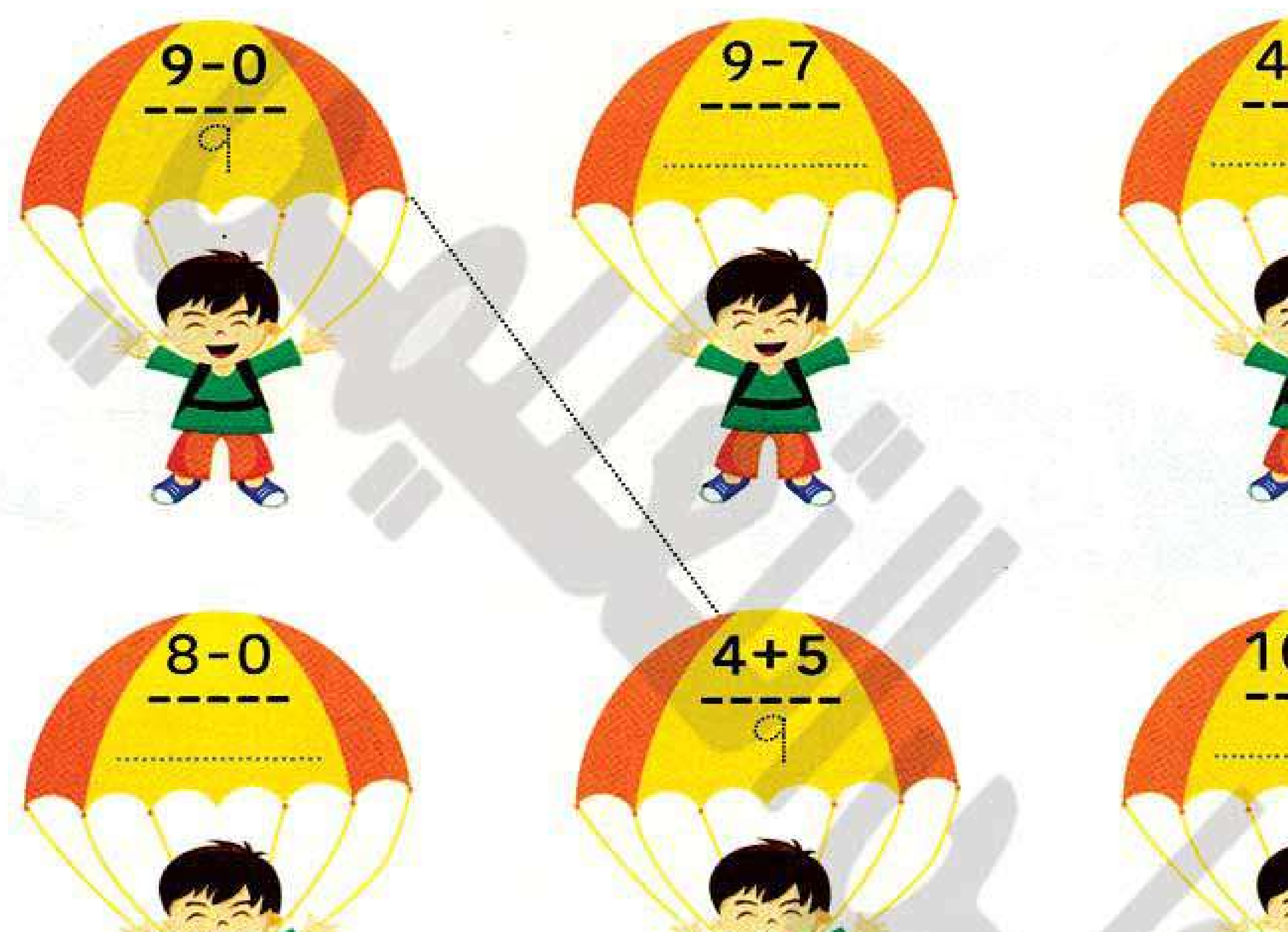


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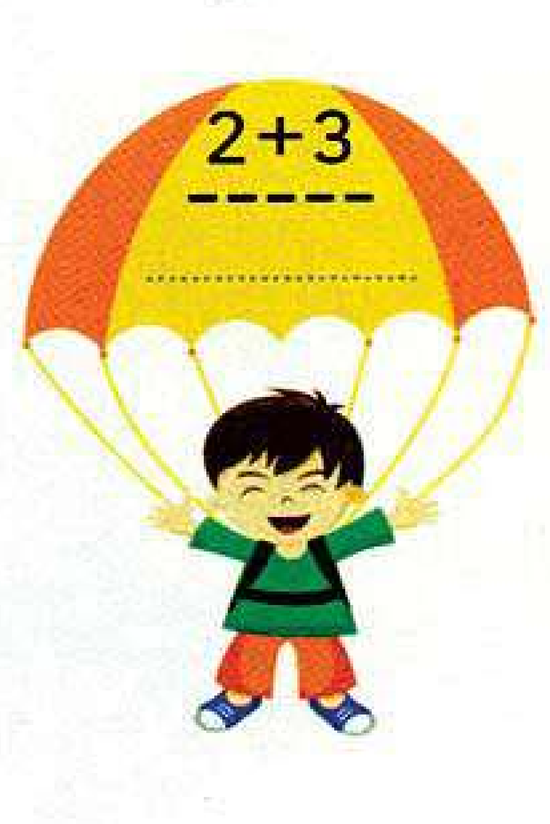
Daily Practice

Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.

2- Match the equal results:











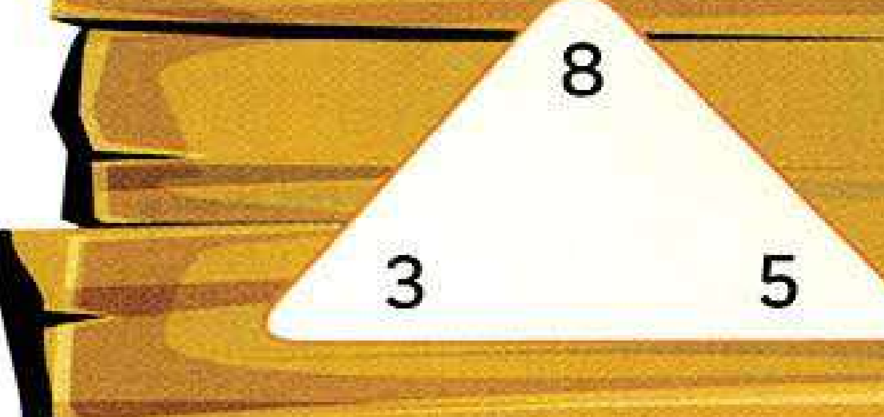

8-0



I discovered that:

There is a relation between addition and subtraction.

Use the three numbers to write addition and subtraction sentence.



.... + ... = ...

.... - .... = ...

- Talk to your child about math a lot. Try to ask him/her some questions while solving whether he would use counting back or addition and subtraction to solve the operation and ask him why.




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I can see

تفوقك في أي مذكرة عليها العلامة دي ذاكرولى RaNia SaYed

• The two numbers just after 25 are 26 and 27.

• The two numbers just before 40 are 39 and 38.

• Ensure that your child can read and write in order up to 40 using his acquired skills in writing from previous chapters.

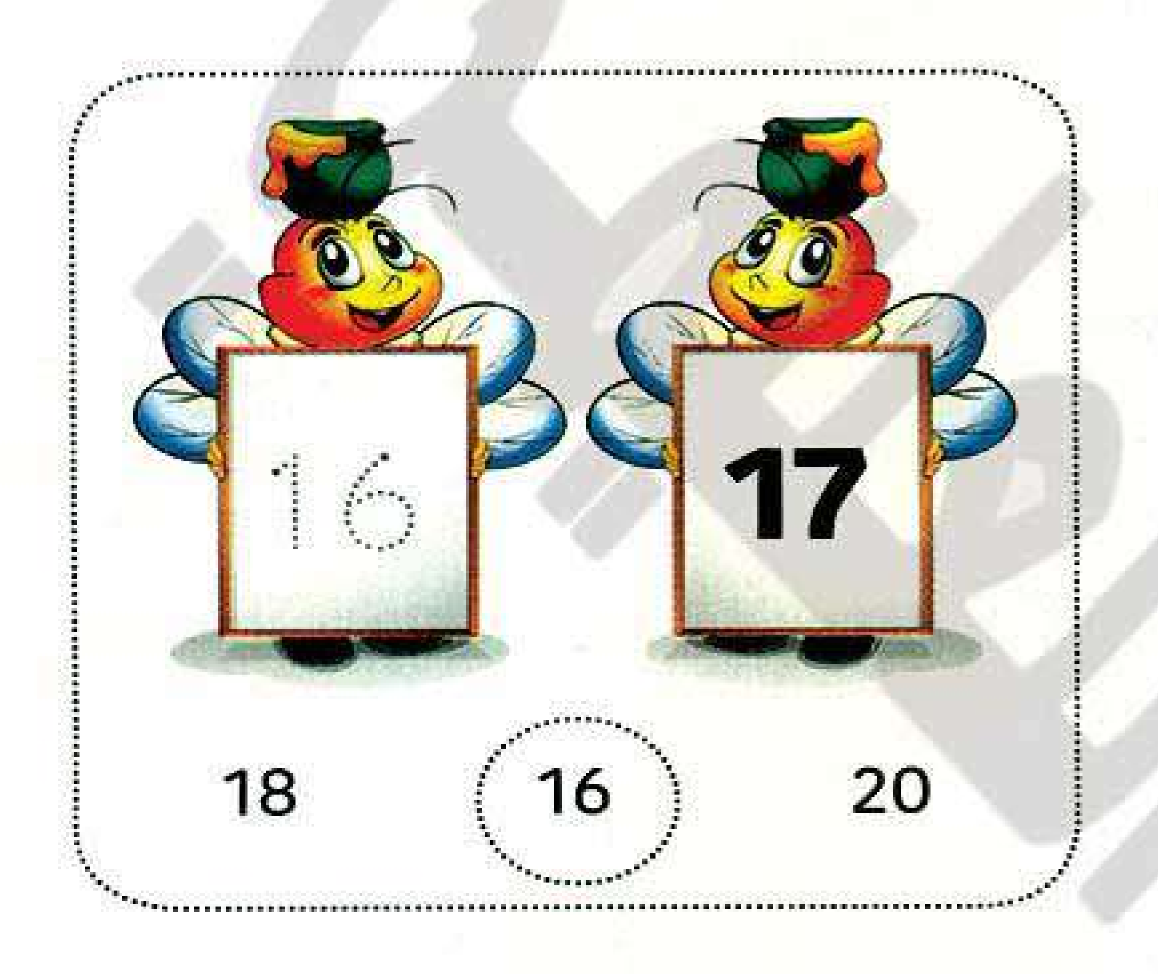
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Daily Practice

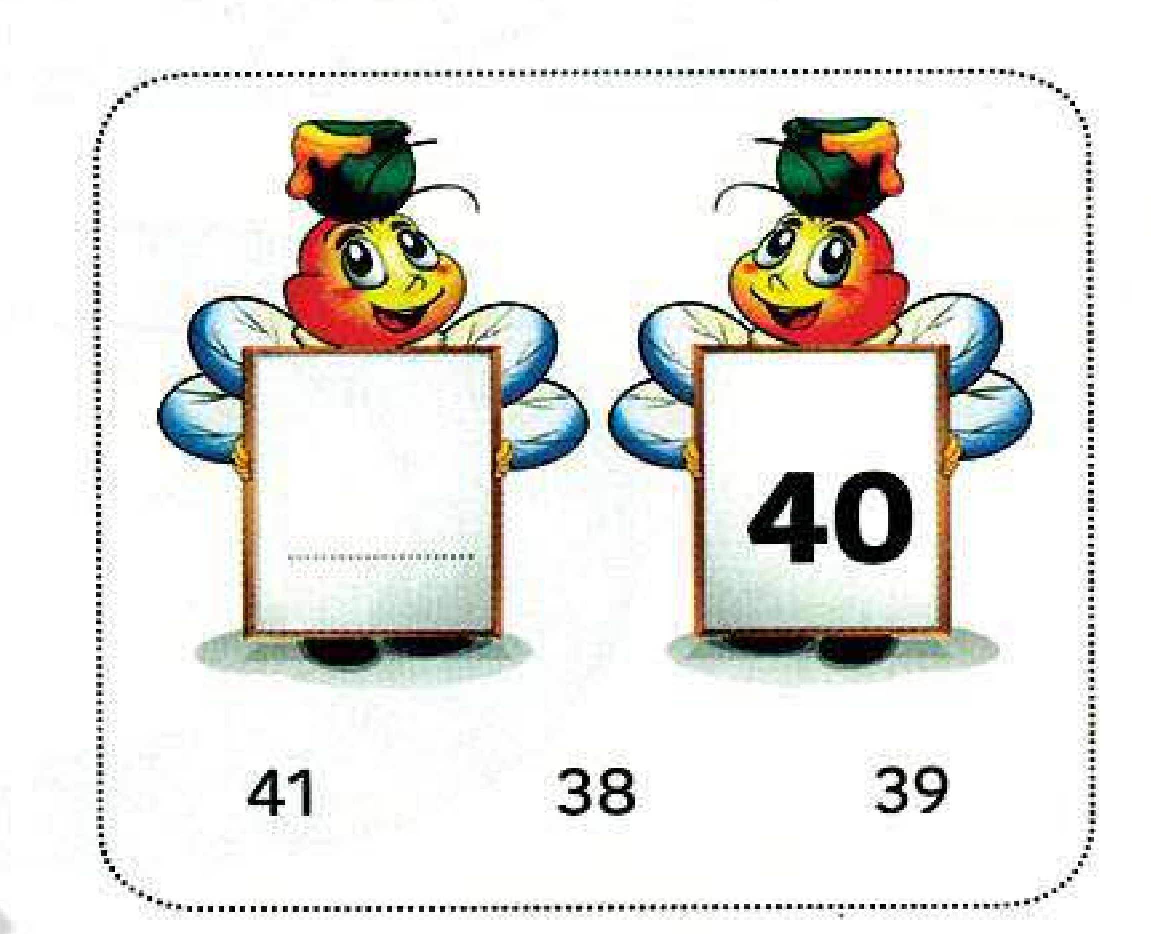
Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.



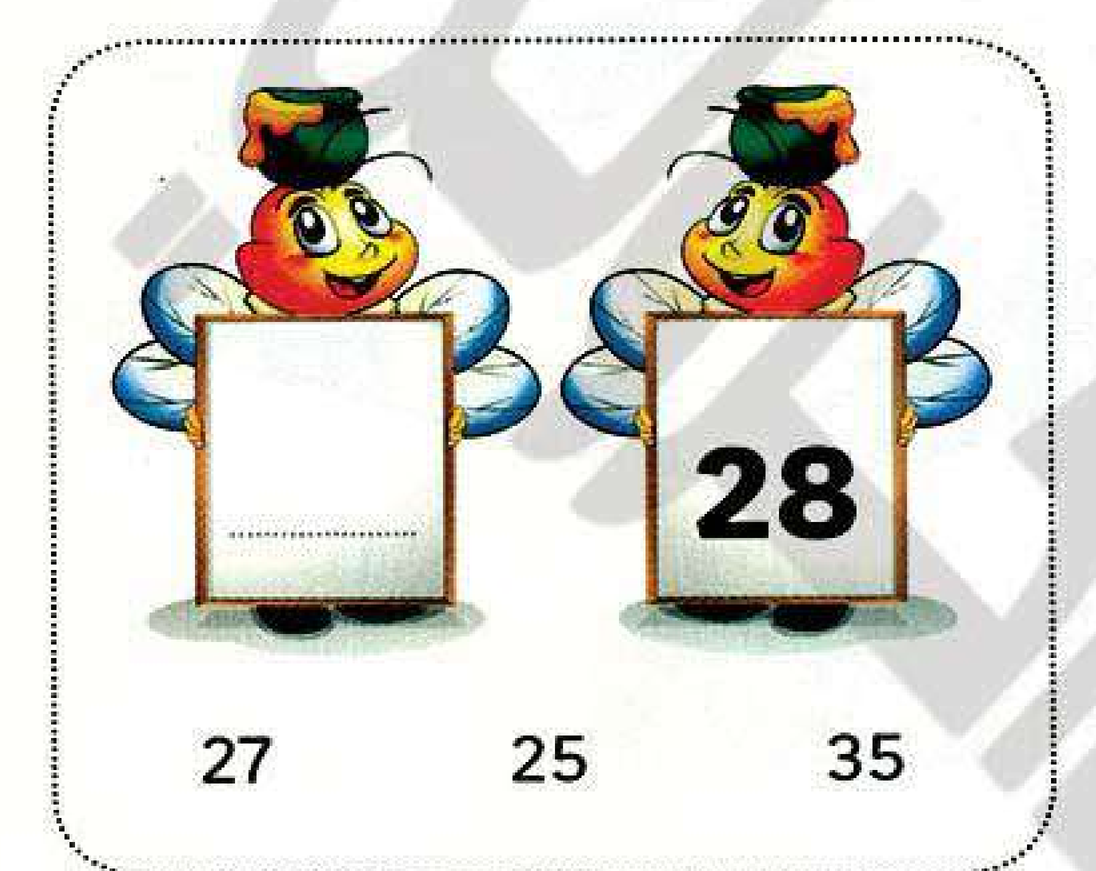
1- Circle the number that comes just before, then write it:



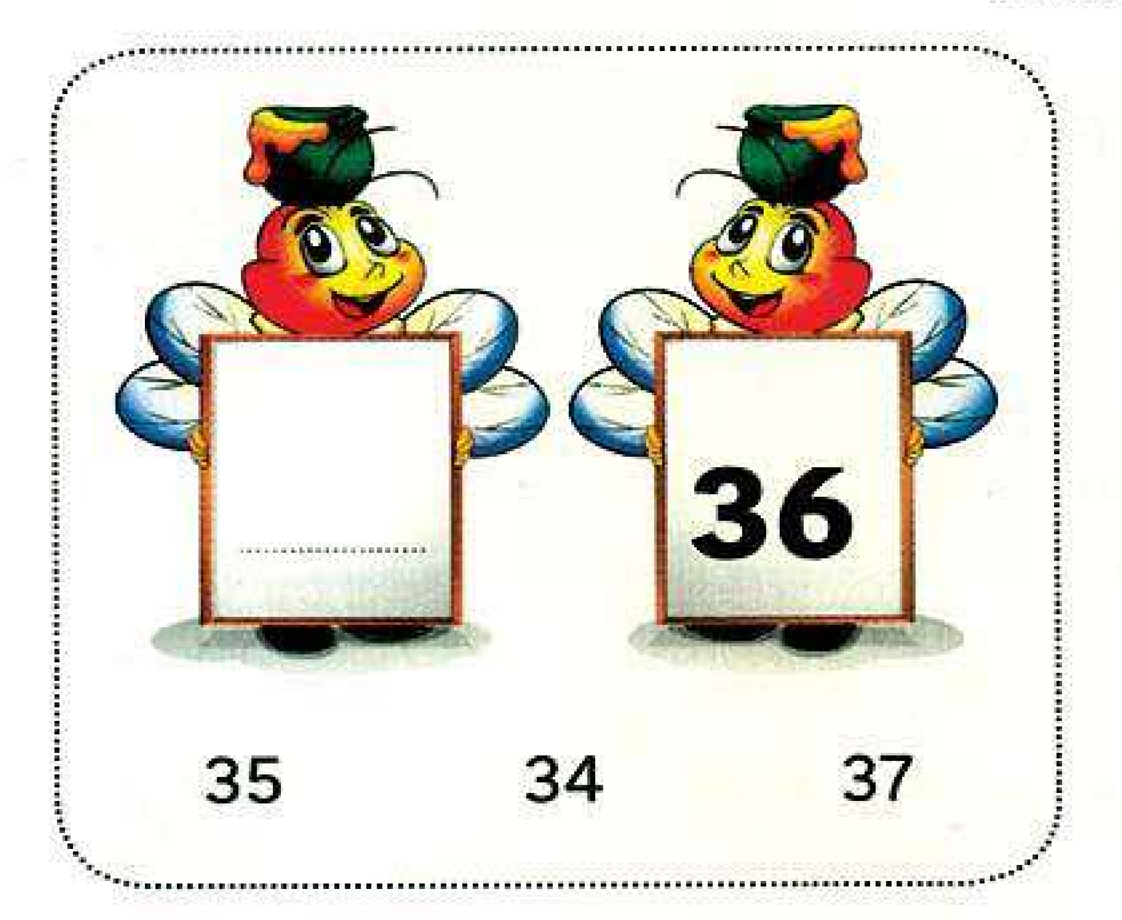
18 16 20



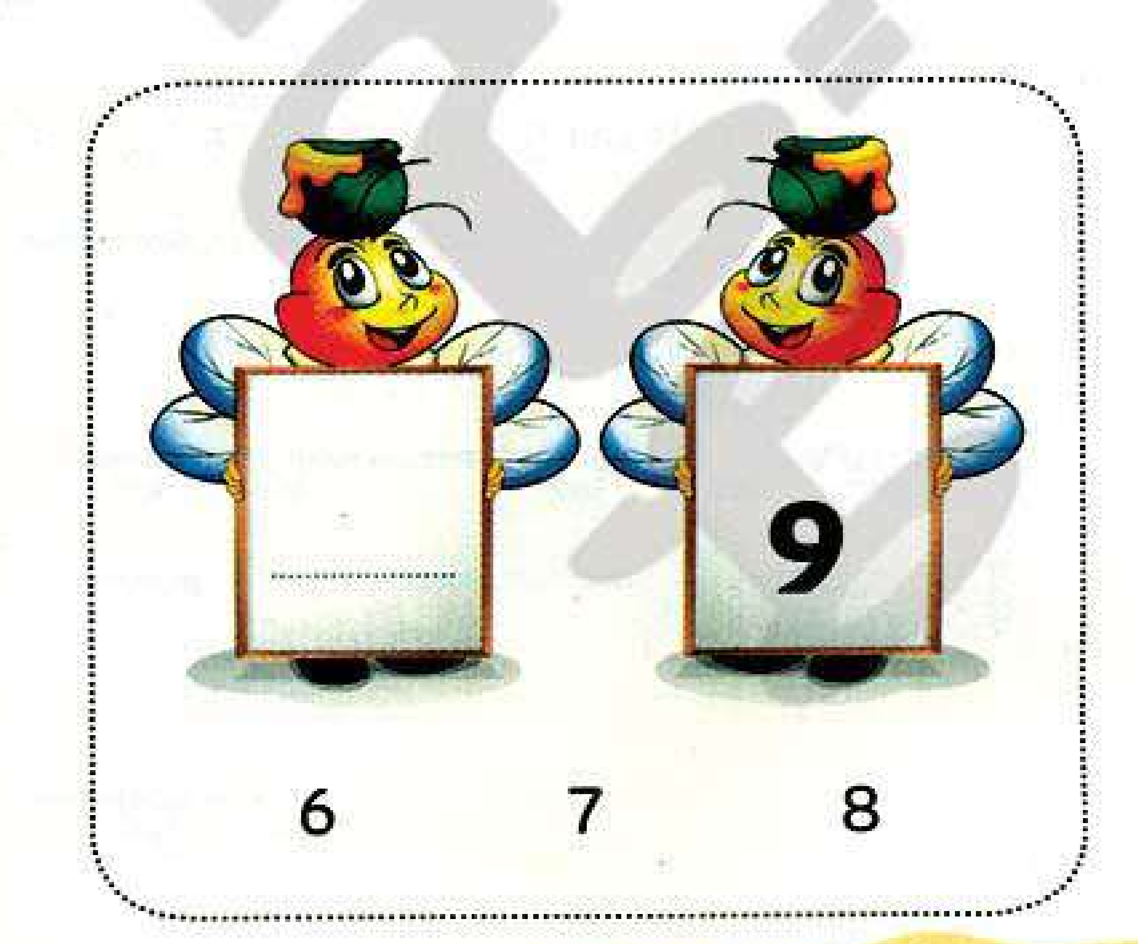
41 38 39



27 25 35



35 34 37



6 7 8

- Talk to your child about any number, then ask him/her to tell you the number that just comes before this number.





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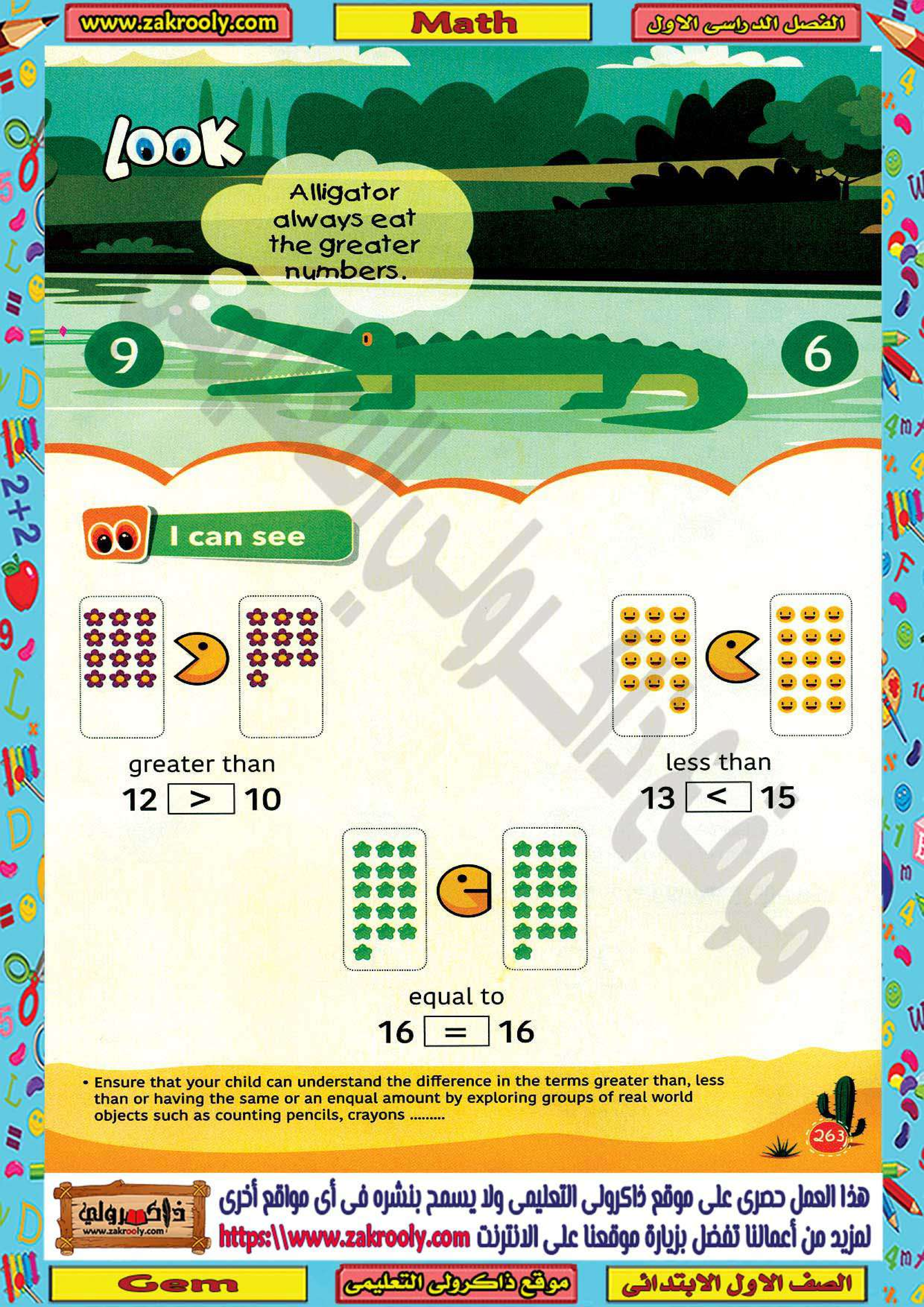






• Try to start from any number (0 - 40) and encourage your child to complete counting till he/she reaches a specific number (40).

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I can see

greater than

12 > 10

less than

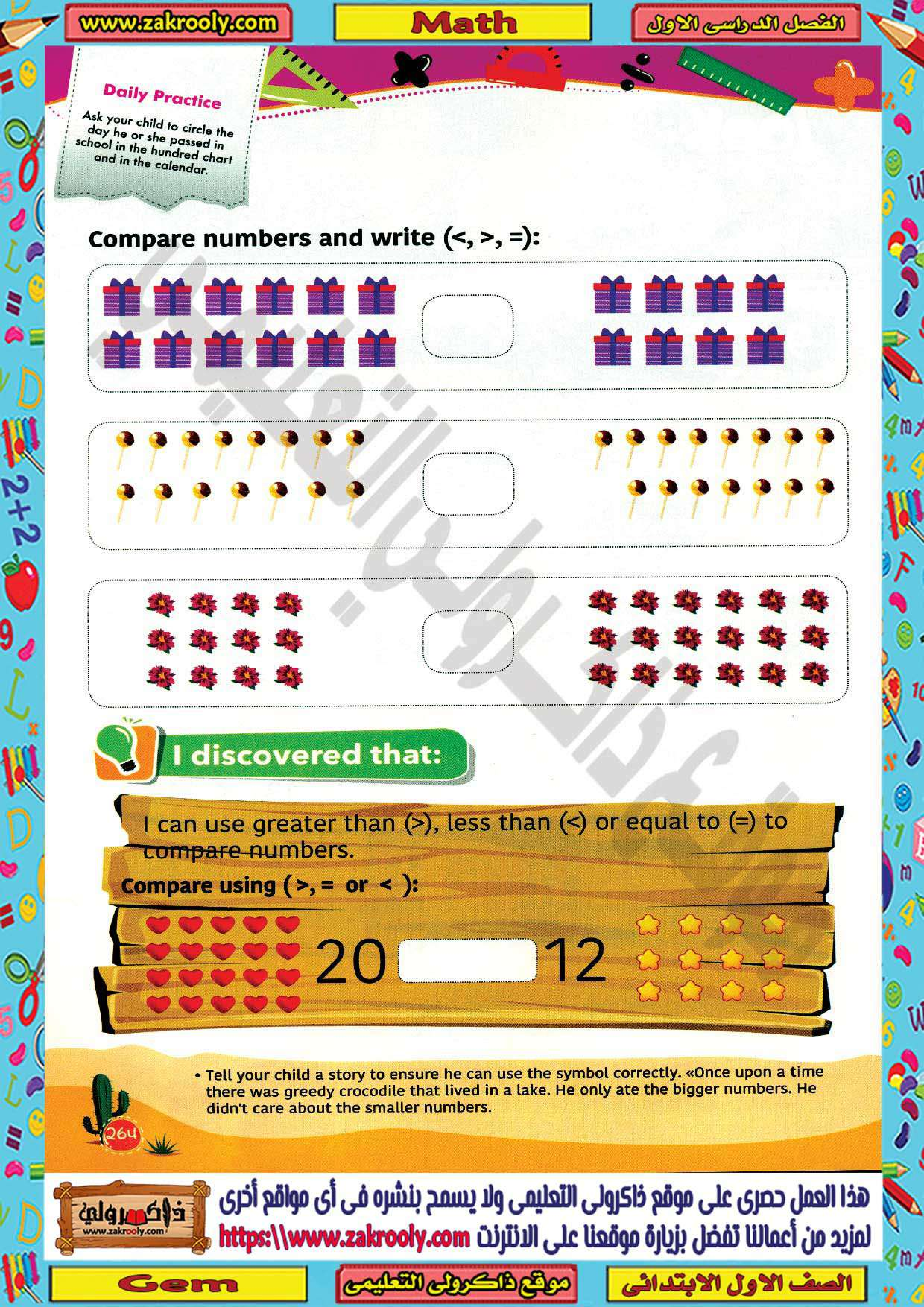
13 < 15

equal to

16 = 16

• Ensure that your child can understand the difference in the terms greater than, less than or having the same or an enqual amount by exploring groups of real world objects such as counting pencils, crayons ....

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Daily Practice

Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.

Compare numbers and write (<, >, =):

I discovered that:

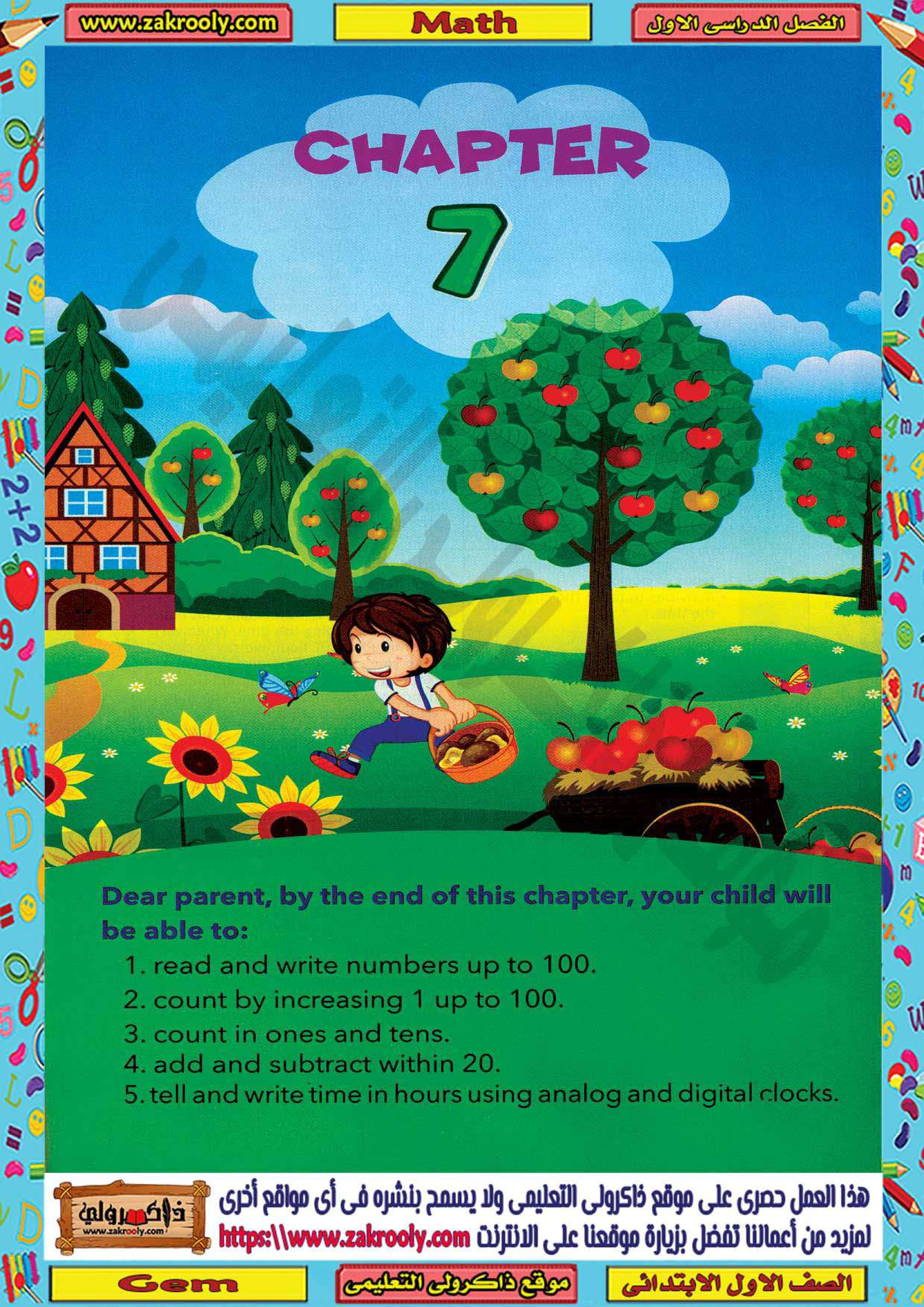
I can use greater than (>), less than (<) or equal to (=) to compare numbers.

Compare using (>, = or <):

20 ☐ 12

- Tell your child a story to ensure he can use the symbol correctly. «Once upon a time there was greedy crocodile that lived in a lake. He only ate the bigger numbers. He didn't care about the smaller numbers.

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Dear parent, by the end of this chapter, your child will be able to:

1. read and write numbers up to 100.
2. count by increasing 1 up to 100.
3. count in ones and tens.
4. add and subtract within 20.
5. tell and write time in hours using analog and digital clocks.

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LOOK

I can see

A dog with 10 spots

1 ten

A cow with 13 spots

1 ten and 3 ones

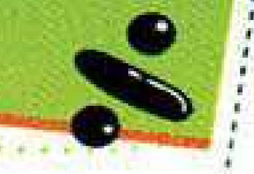
A sheep with 16 spots

1 ten and 6 ones

• Ensure that your child can compose numbers from 11 to 19 into ten, ones, and some further ones by using objects or drawings.




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Daily Practice

Ask your child to circle the day he or she passed in school in the hundred chart and in the calendar.

1- Form tens, then complete:



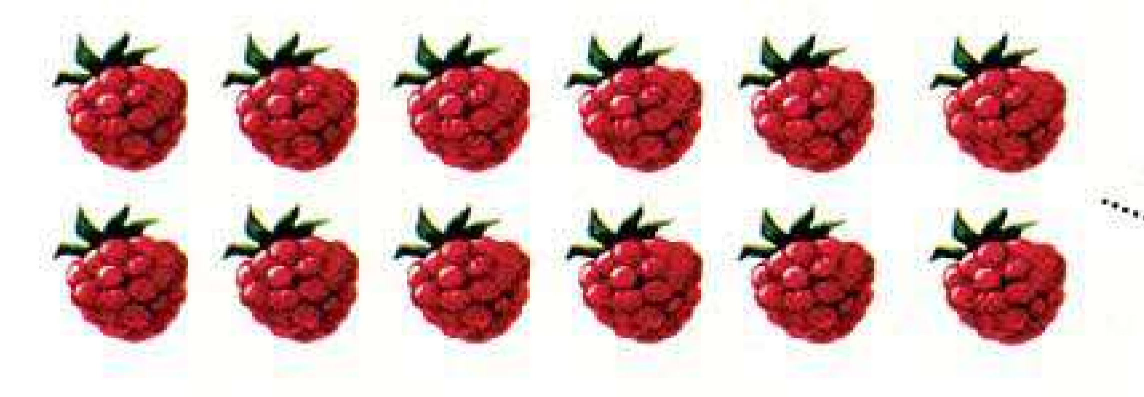
1 ten and 3 ones
The number is 13

.... ten and .... ones
The number is ....



.... ten and .... ones
The number is ....

2- Match:







1 ten and 4 ones

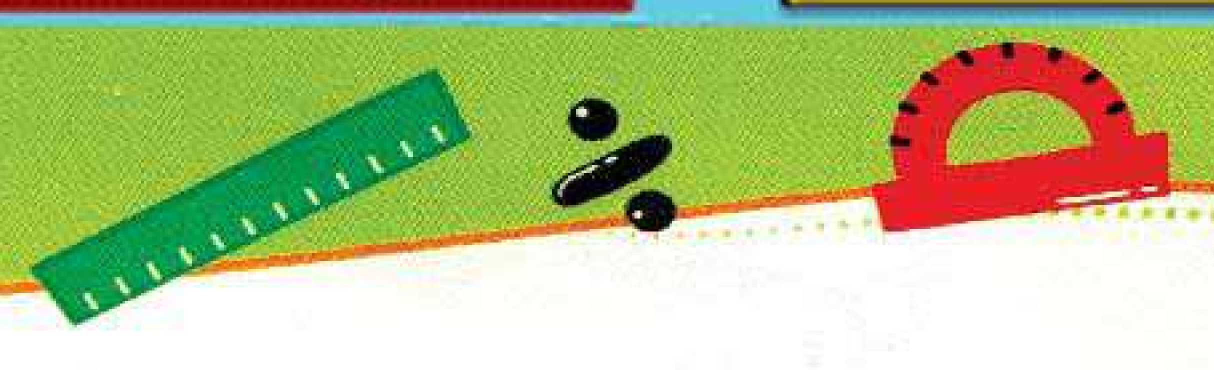
1 ten and 2 ones

1 ten and 3 ones



- Ensure that your child can write the numbers which are composed of two digits in the form of tens and ones using objects and drawings.


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3- Add the dots and write the numbers:



14



....



....



....

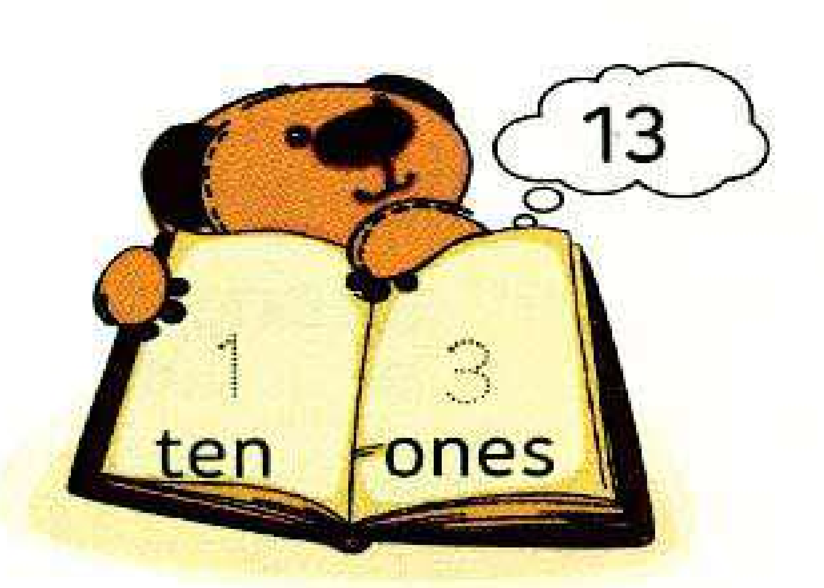


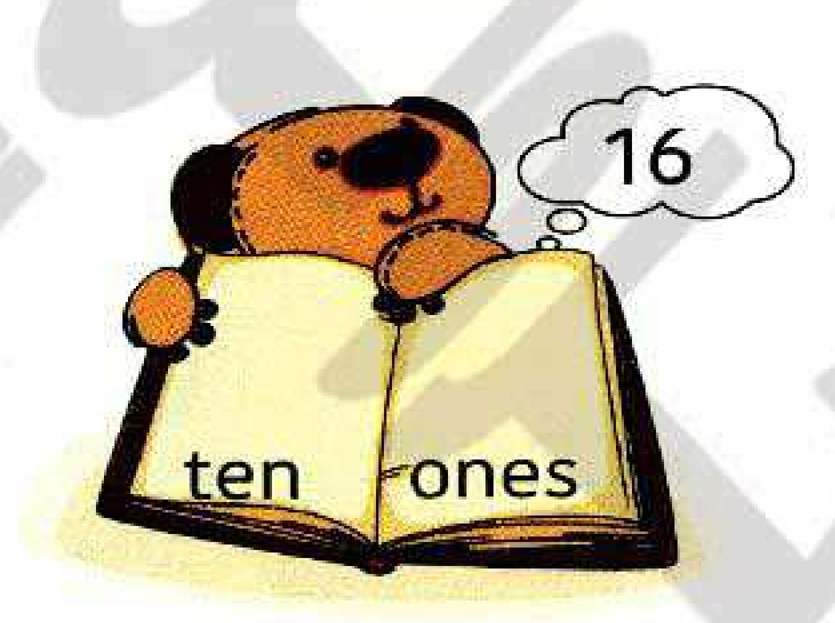
....

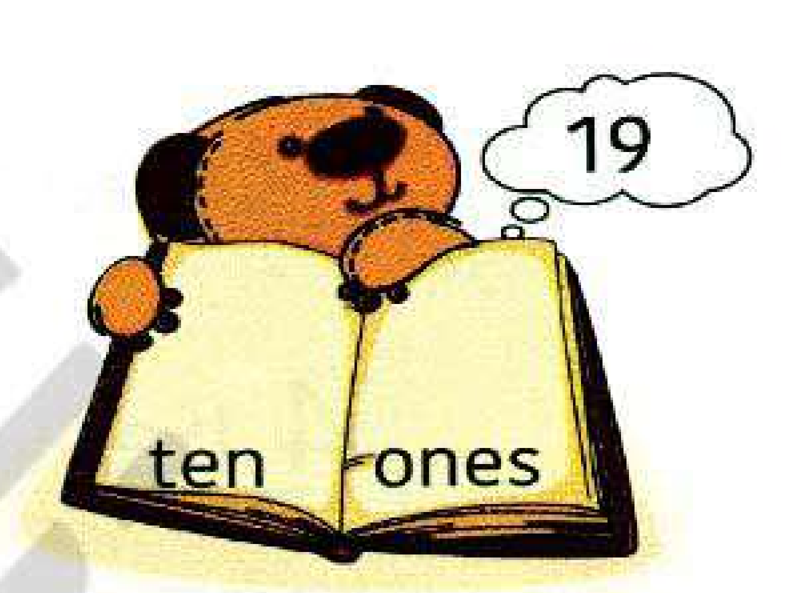


....

4- Write the numbers in tens and ones:







I discovered that:

Two-digit numbers can be represented as tens and ones.

Complete:

●	●	●	●	●
●	●	●	●	●

●	●	●		

.... ten

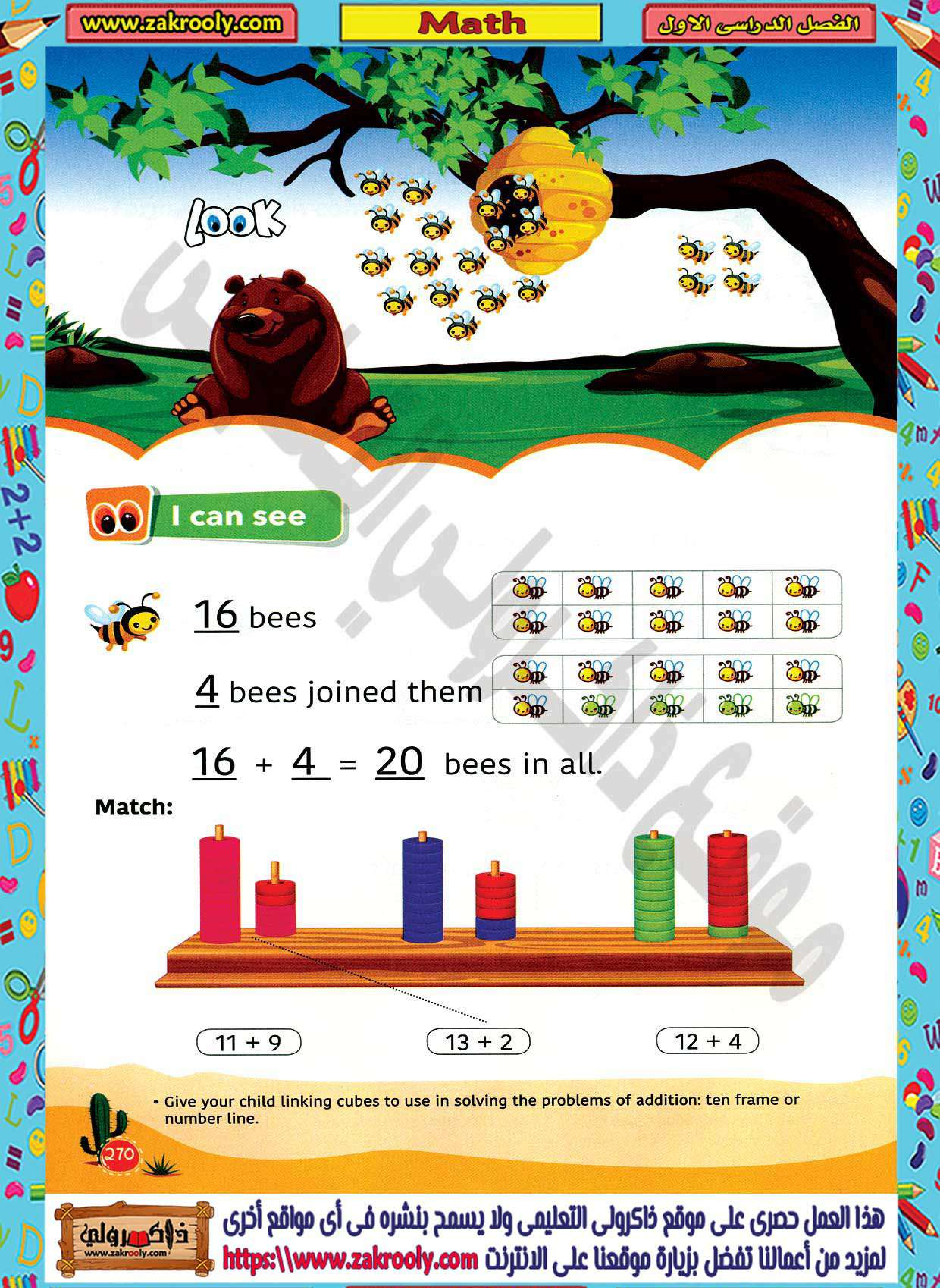
.... ones

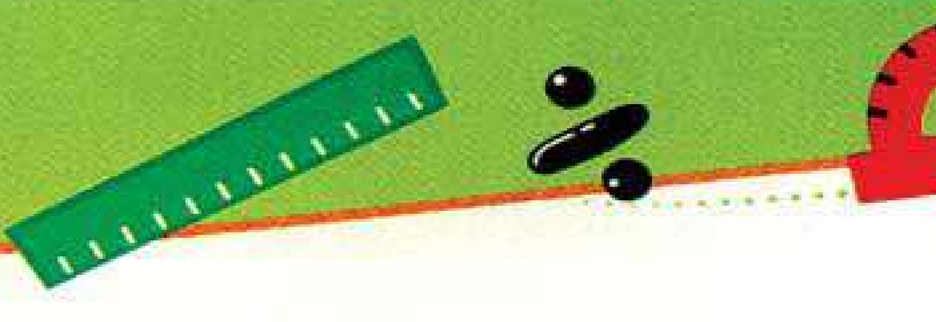
• Encourage your child to record each composition or decomposition by drawings and make sure that he understands these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, nine ones.





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Math
الفصل الدراسى الاول
LOOK
I can see
16 bees
4 bees joined them
16 + 4 = 20 bees in all.
Match:
11 + 9
13 + 2
12 + 4
• Give your child linking cubes to use in solving the problems of addition: ten frame or number line.
270
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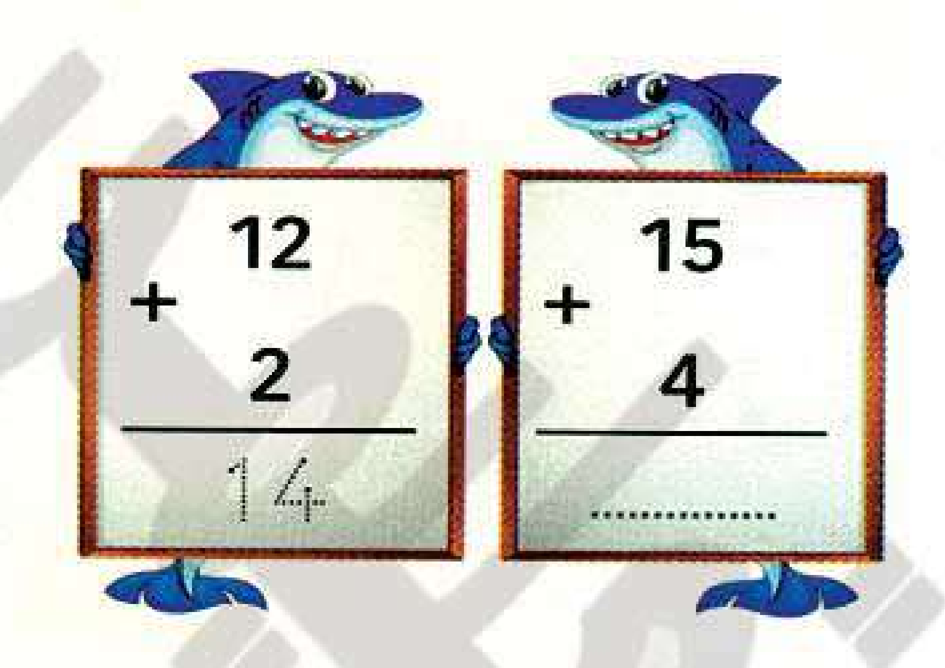


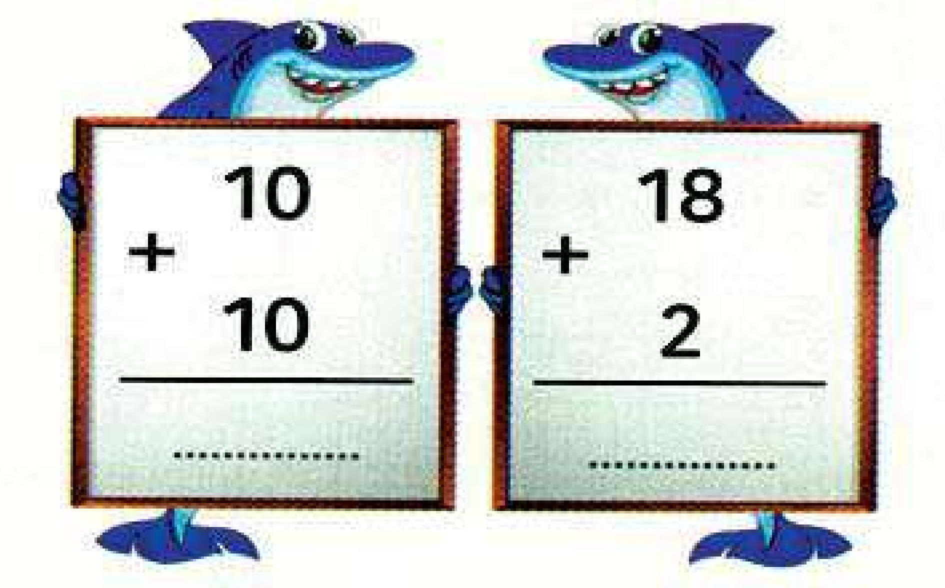


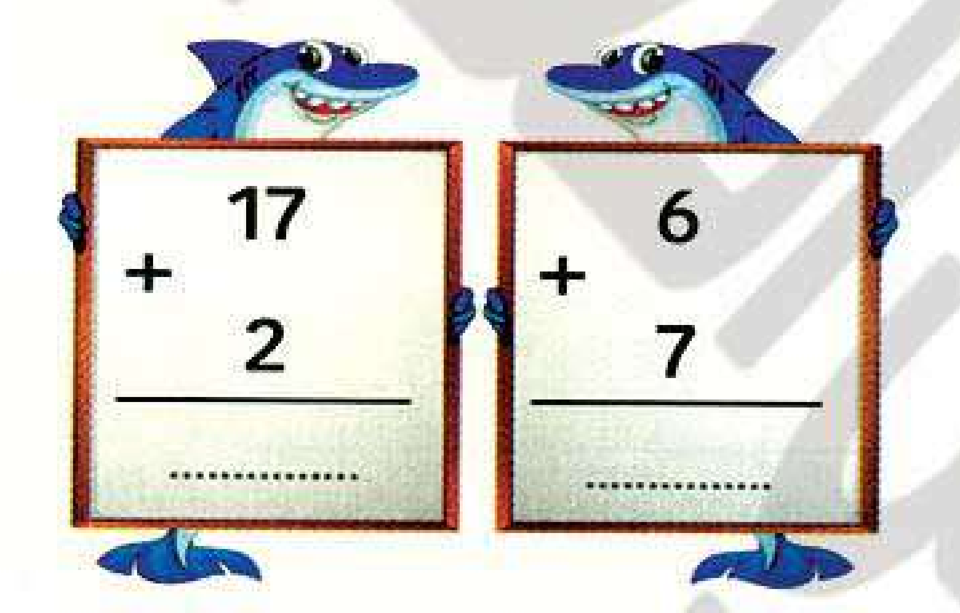
Daily Practice

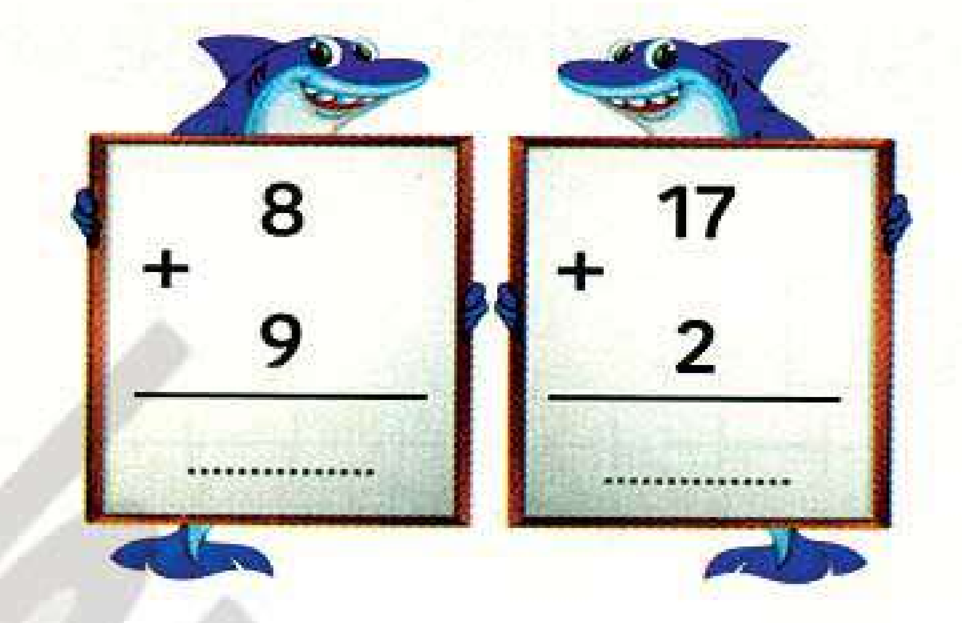
Ask your child to circle the day he she passed in school the hundred chart and in the calendar.

1- Add and write the number:

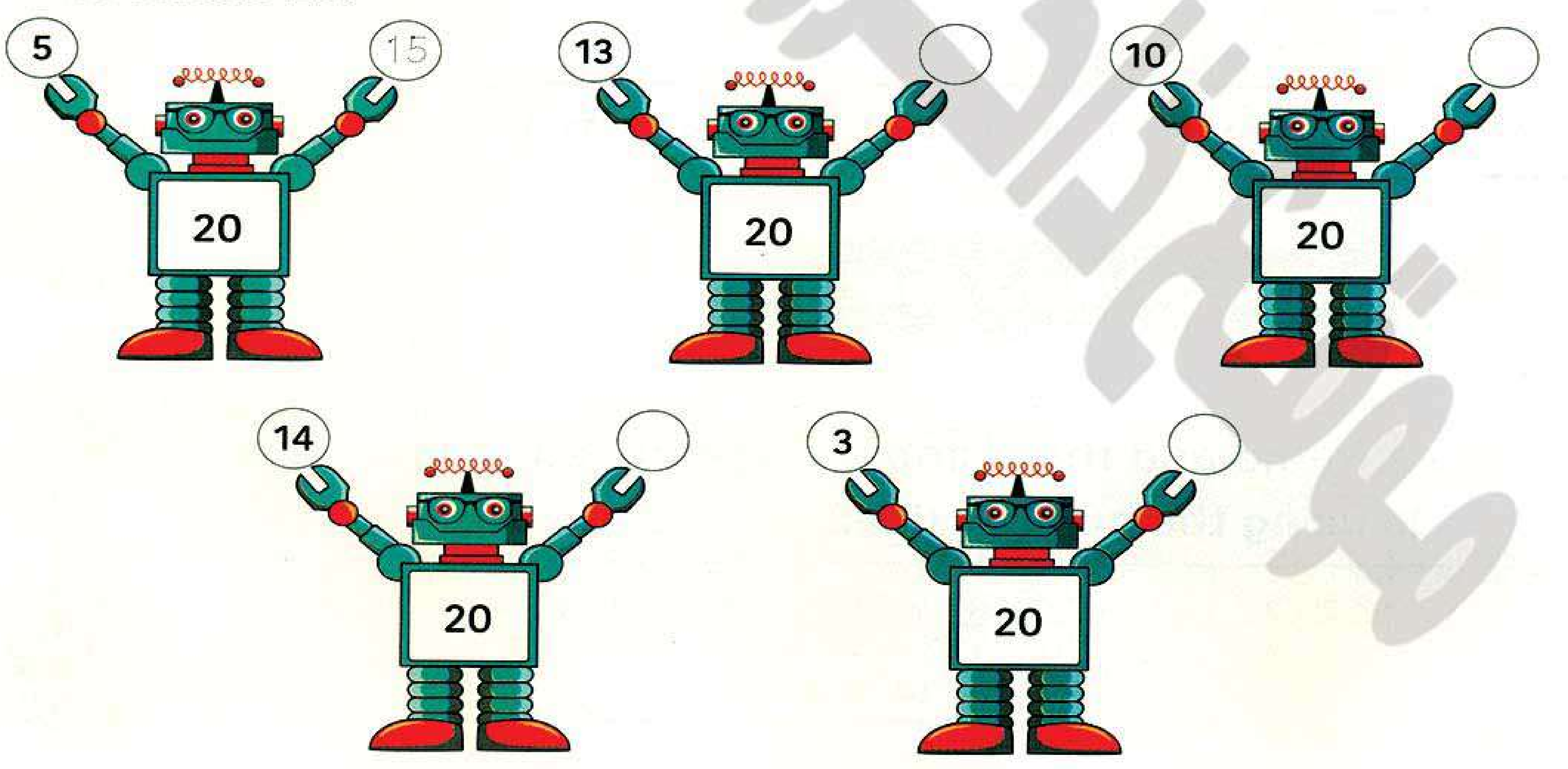








2- Write the number that can be added in each of following to make 20:



• Build on the concept of putting together, or adding to, and ensure that your child understands the meaning of addition.





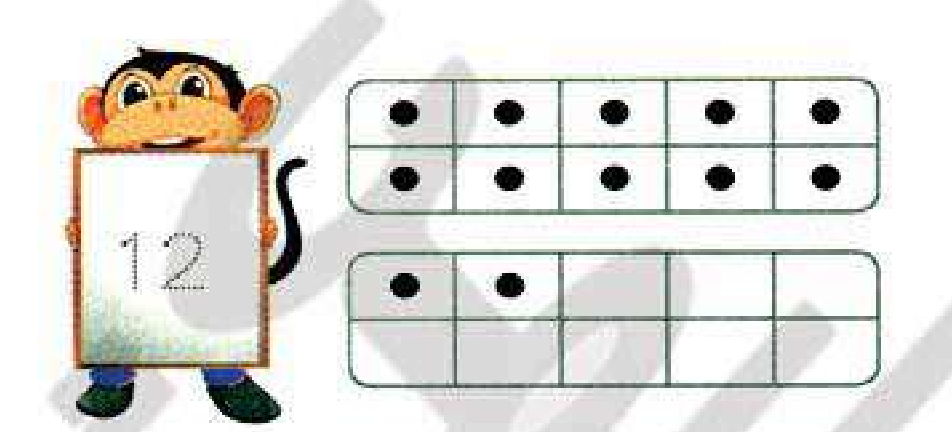
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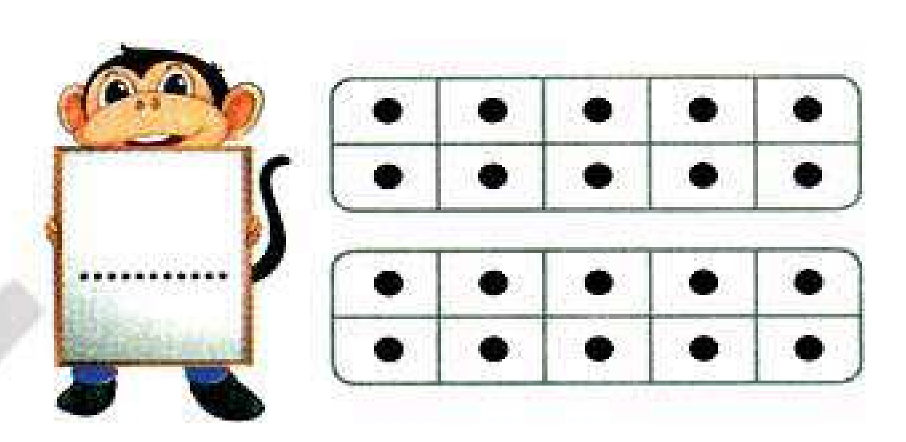
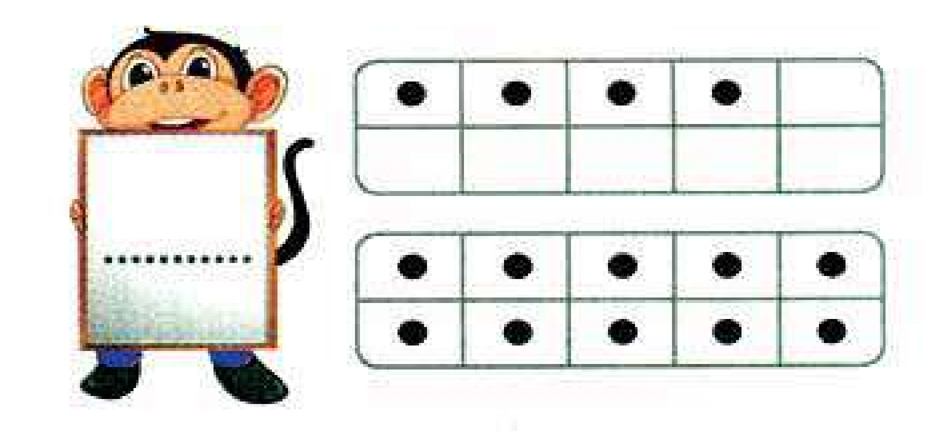






3- Add the dots in each ten frame and write the number:



4- Add on the number line and write in the box:

13 + 1 = 14

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



16 + 4 = ☐

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Ten frame and the number line can help in addition.

Add using the number line:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

14 + 3 = ...

• Help your child understand the concept of addition using number line and ten frame.



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LOOK

I can see

A man has 14 balloons.

He gave a boy 6 balloons.

14 - 6 = 8 balloons are left.

Also number line can help in subtraction.

14 - 6 = 8

Start with 14 move back 6 steps, the difference is the number you reached.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

- Give your child linking cubes to use in solving the subtraction problems, ten frame or number line.

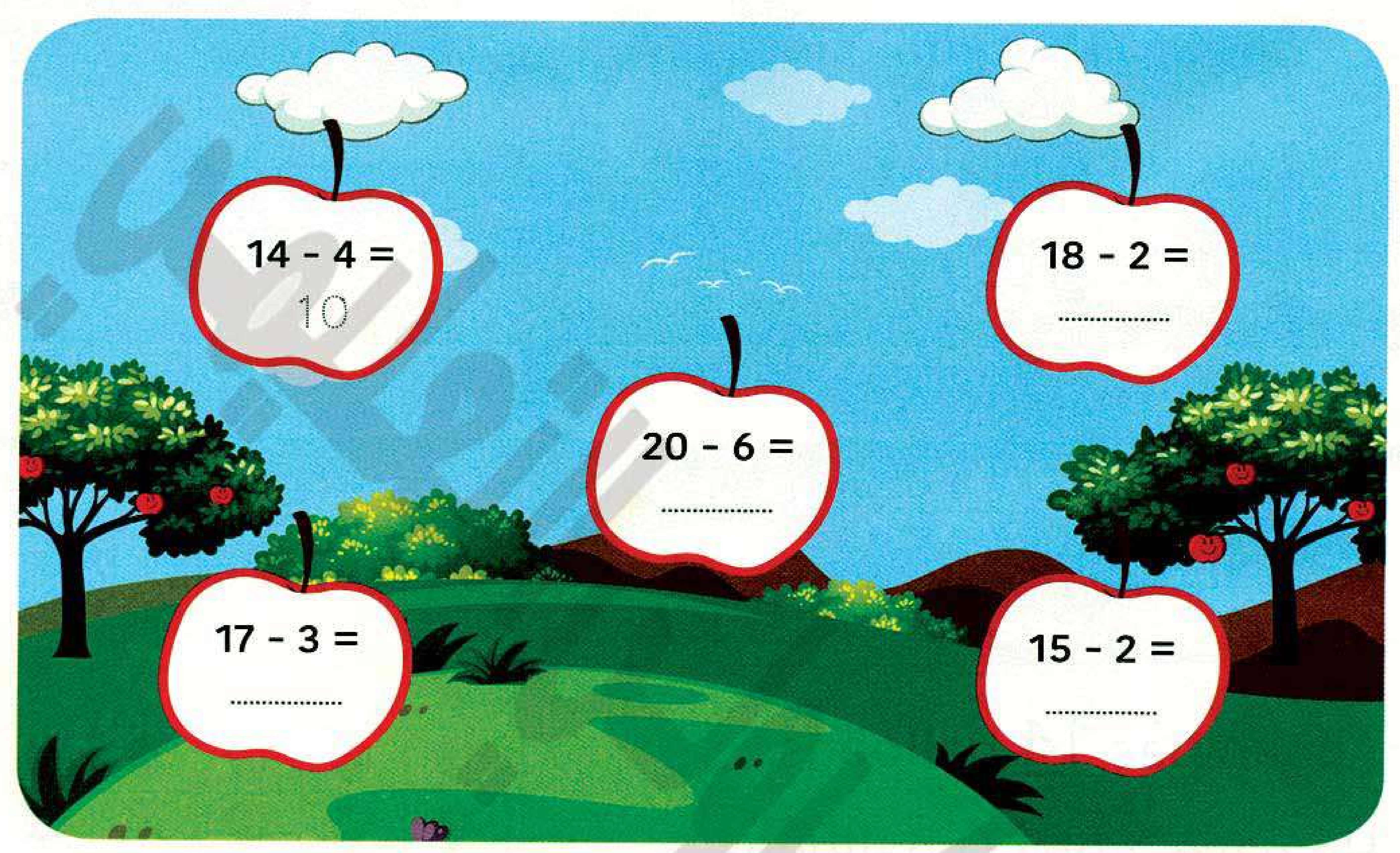




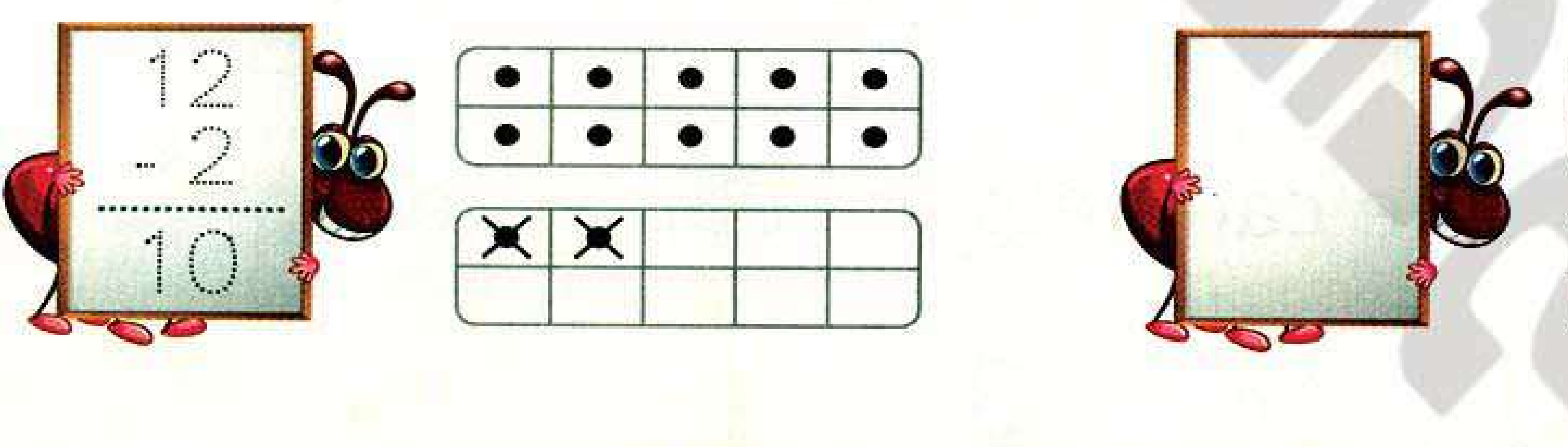
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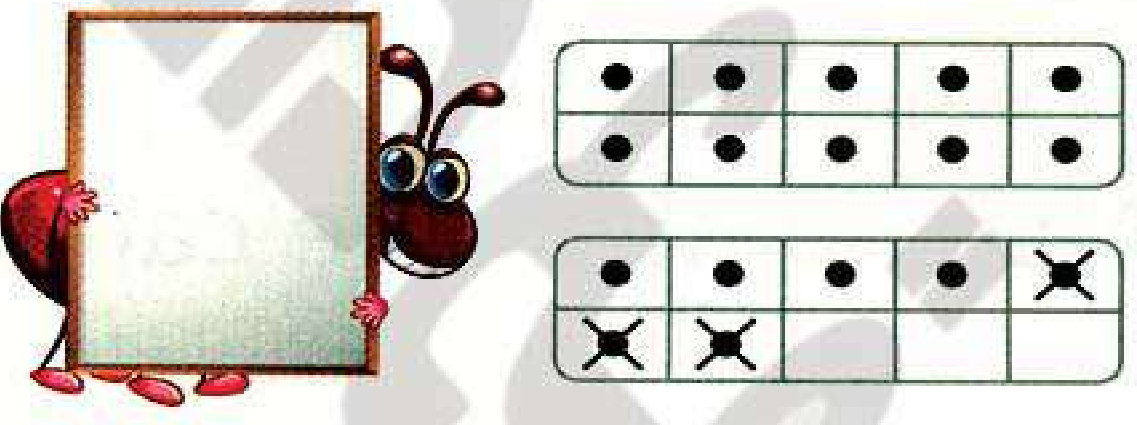


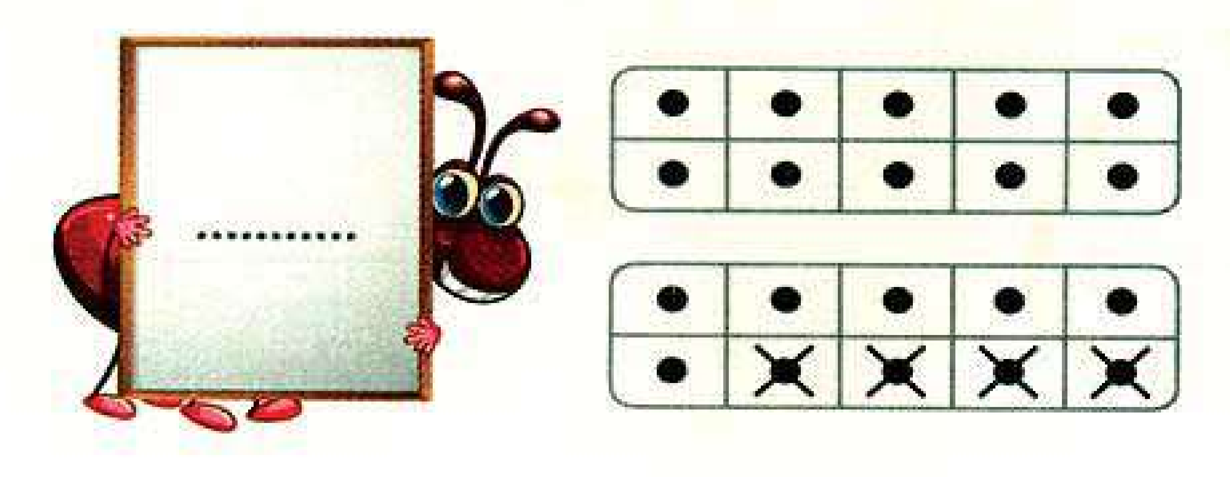
1- Subtract:

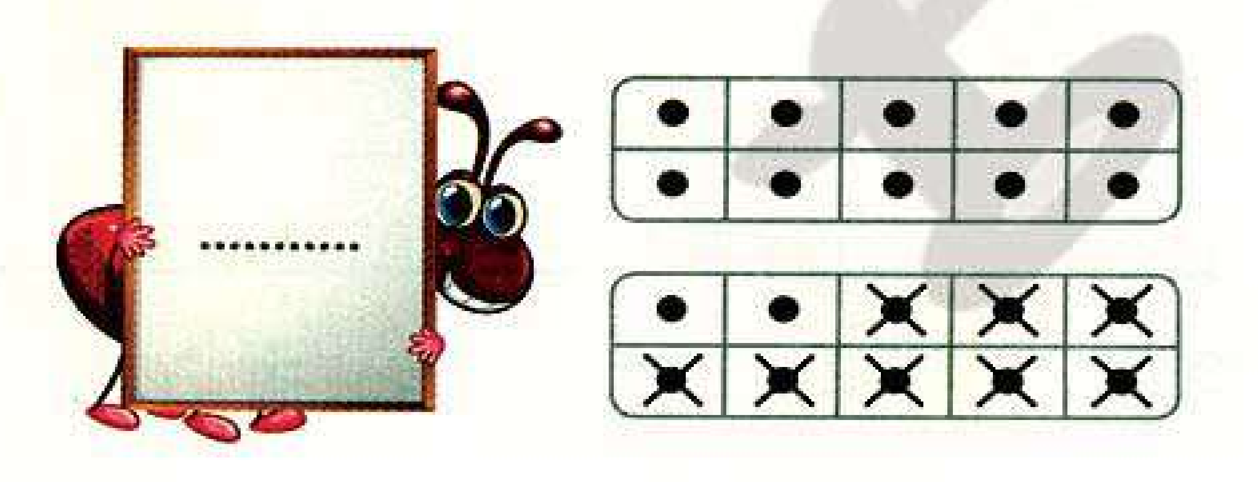


2- Subtract and write the result:







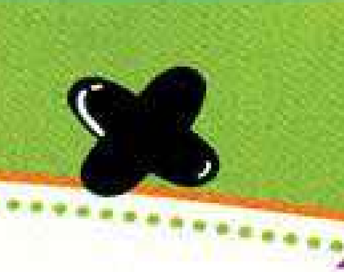


- Build on the concept of crossing out objects in a set, and breaking or hiding parts, to more understanding for subtraction operation.



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Daily Practice

Ask your child to circle the day he she passed in school in the hundred chart and in the calendar.

3- Use the number line to subtract two numbers:

16 - 4 = 12

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

13 - 5 =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

18 - 2 =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

4- Ramy had 13 toys. He gave his brother three toys.



How many toys does Ramy have now?

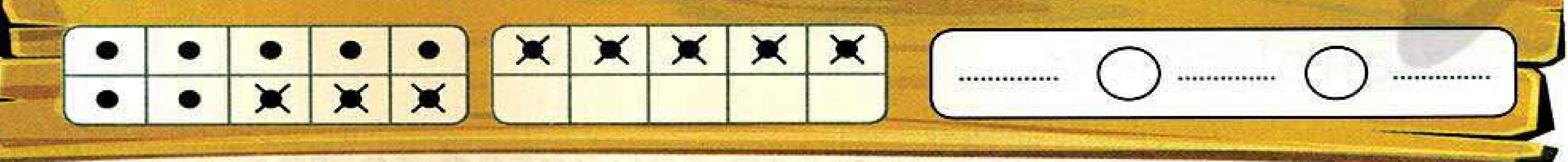
What Ramy has = ... - .... = ... toys



I discovered that:

Ten frame and the number line can help in subtraction.

Write the subtraction sentence:



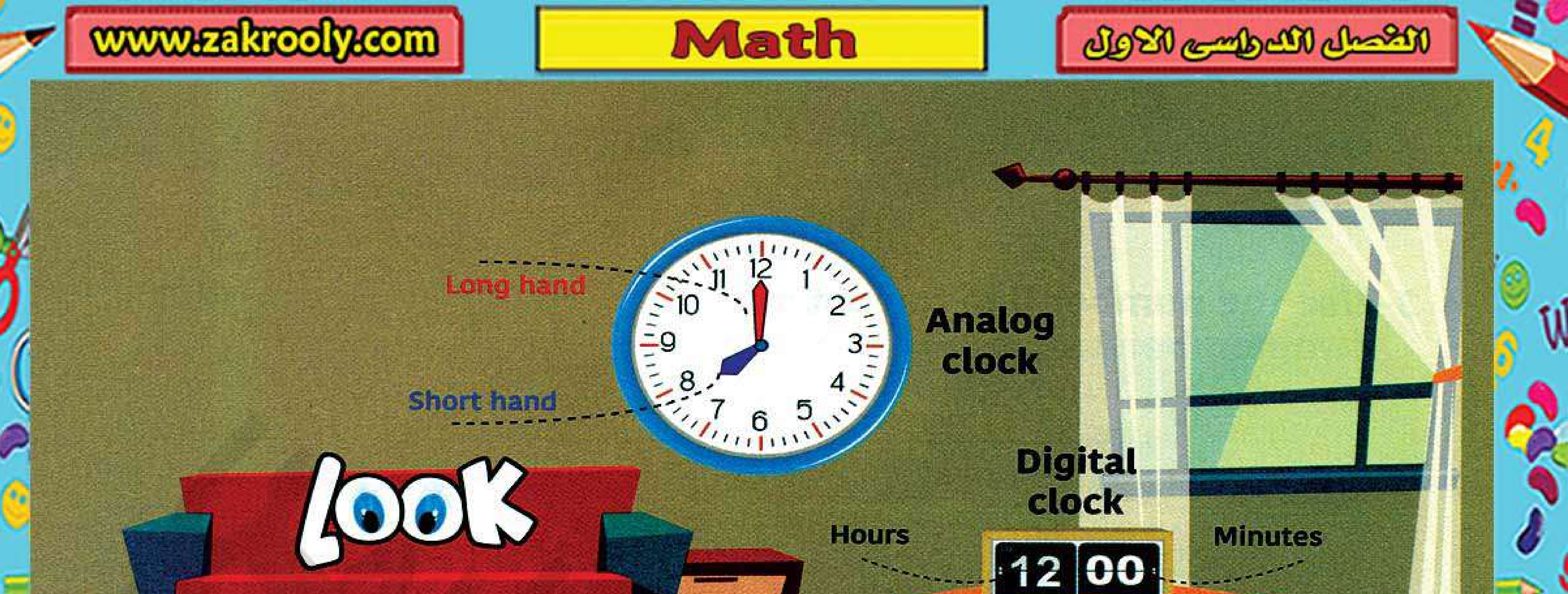
.... ◯ .... ◯ ....

• Help your child understand the concept of subtraction in his/her daily life (Subtraction as taking apart, or taking from).





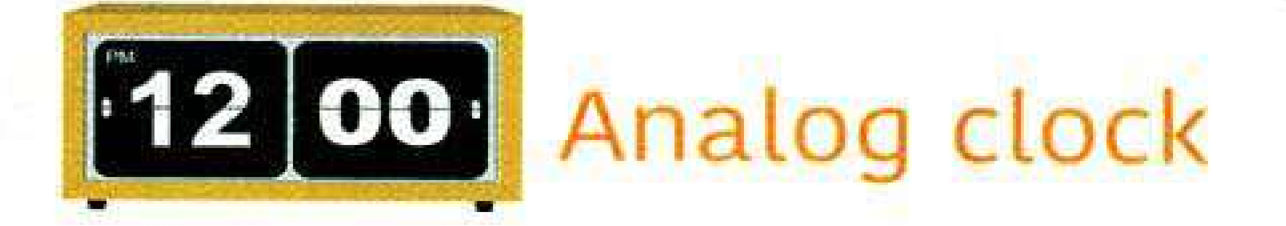
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The clock tells time.

There are two kinds of clocks:

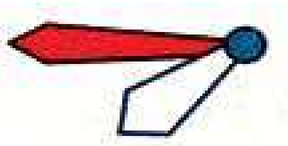


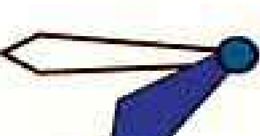


Digital clock

The analog clock:

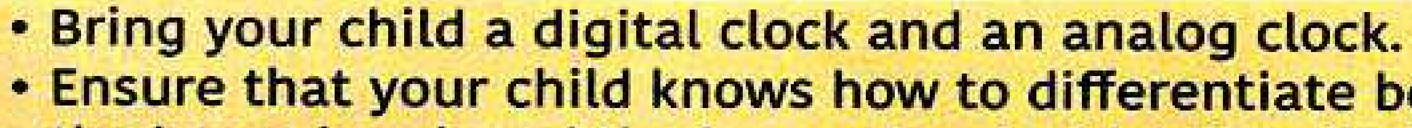
It has two hands.

The long hand  tells the minutes.

The short hand  tells the hours.

The digital clock:

It has only 12 hours that are repeated to form a day.

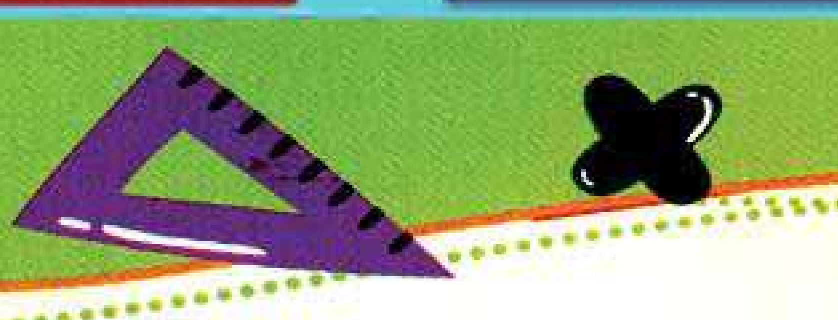


- Bring your child a digital clock and an analog clock.
- Ensure that your child knows how to differentiate between the short hand which is called the hours hand, and the longer hand which is called the minutes hand.

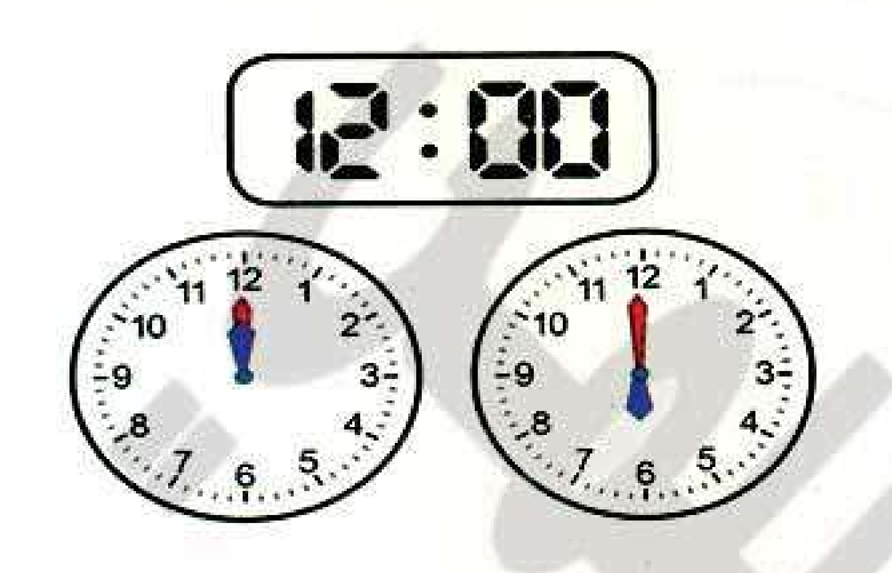


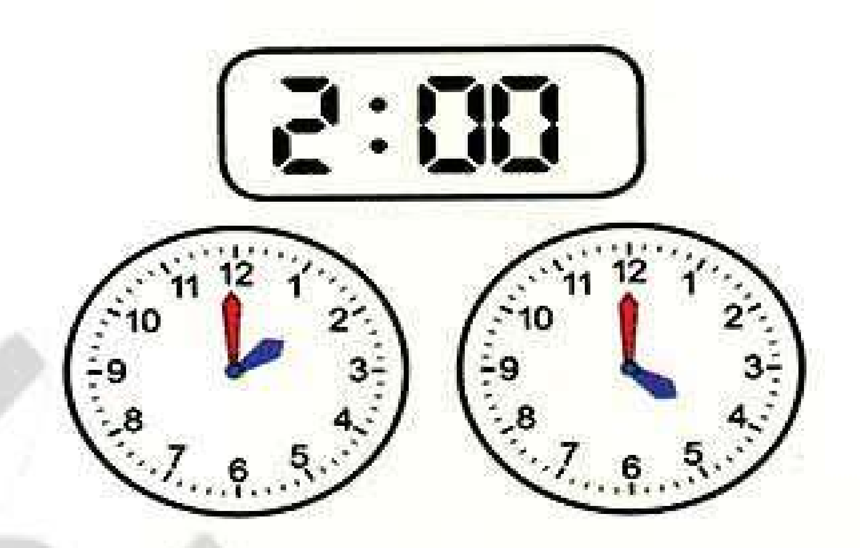
هذا العمل حصرى على موقع ذاكرولى التعليمى ولا يسمح بنشره فى أى مواقع أخرى
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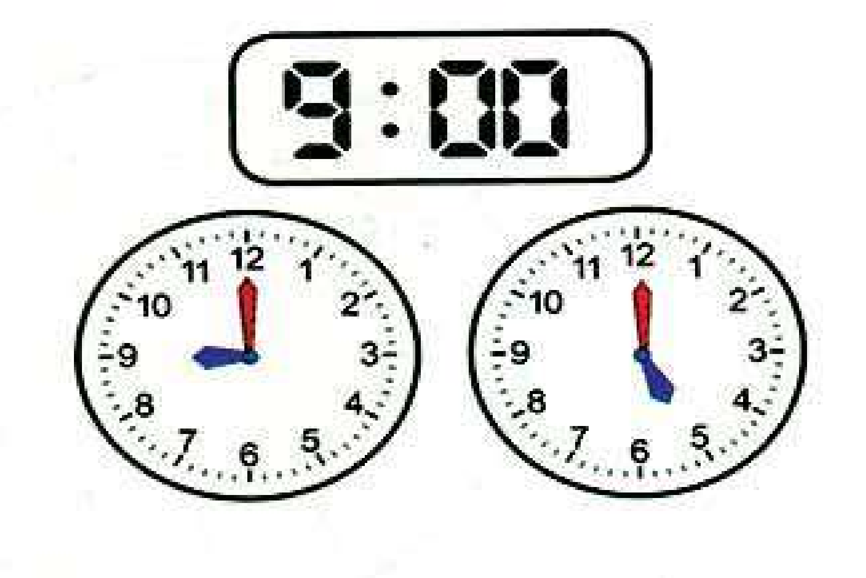


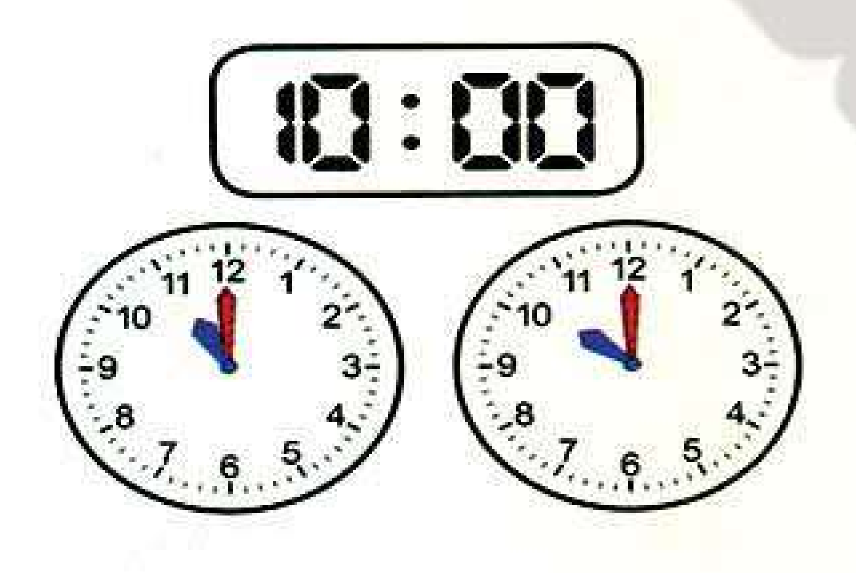



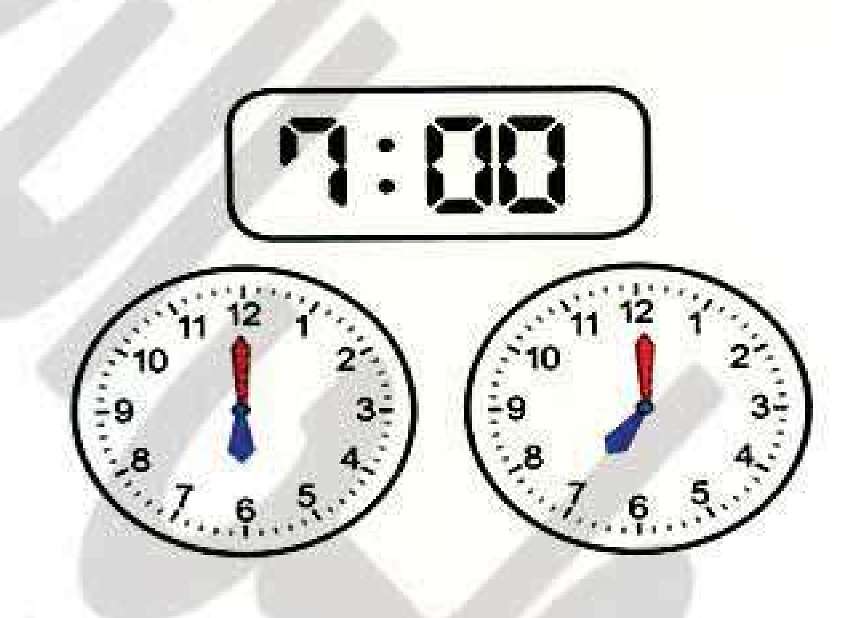
1- Color the clock which shows the time:

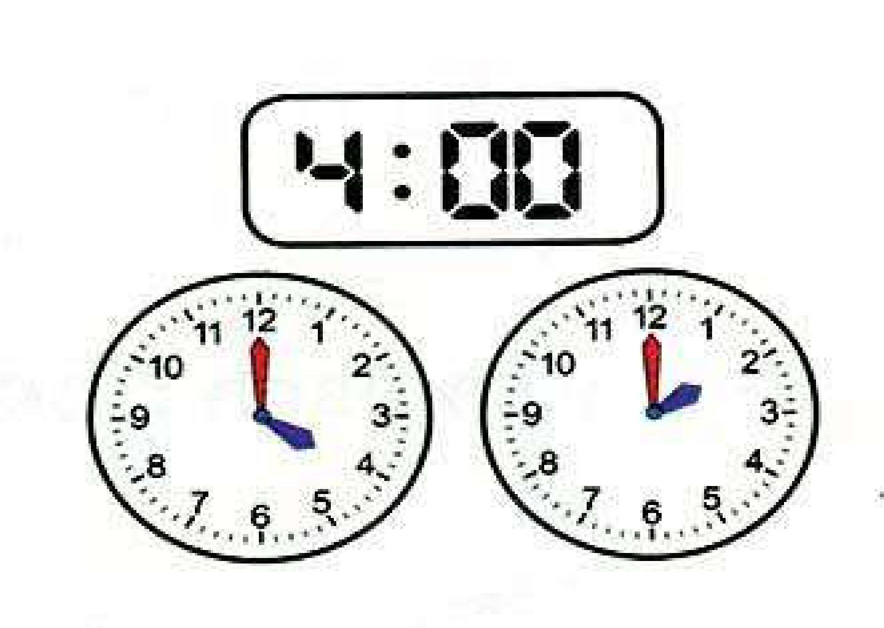




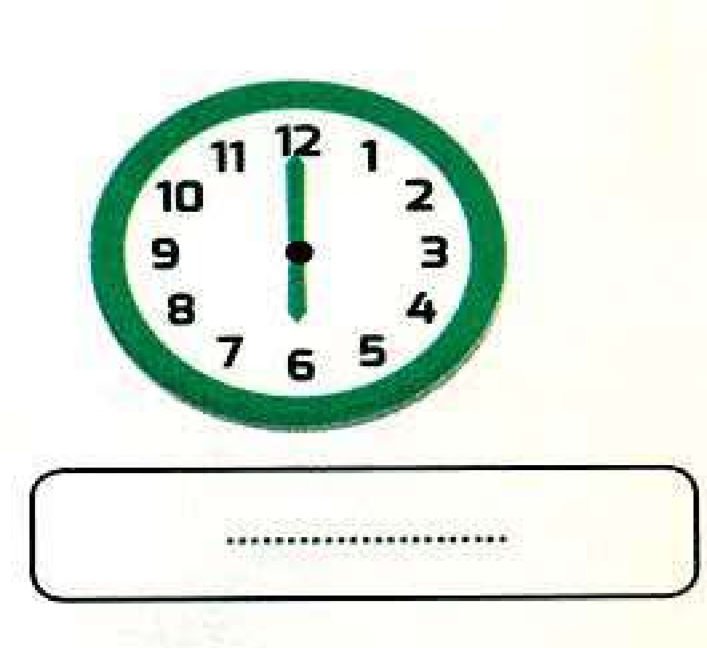








2- Tell the time:



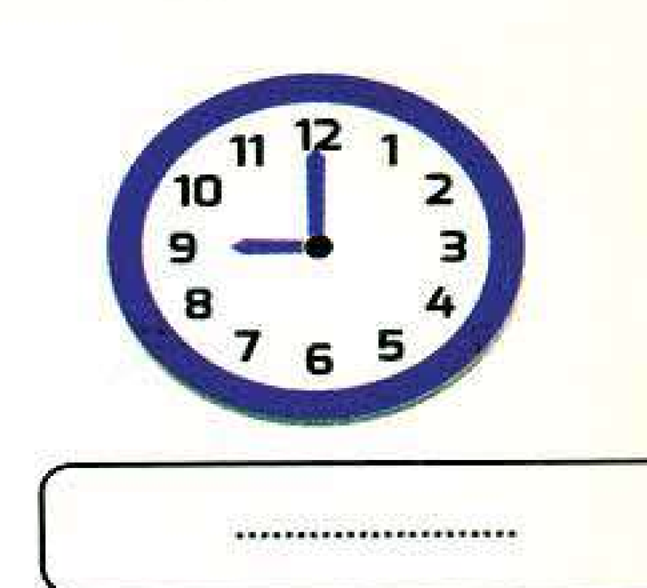
....



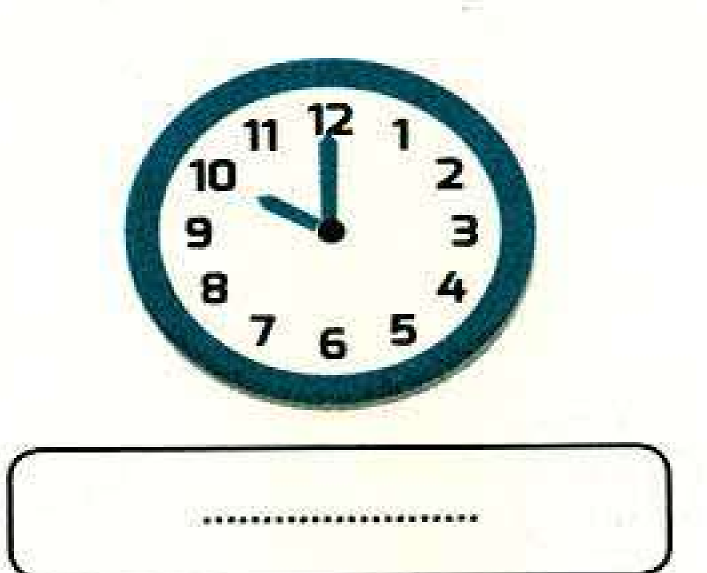
....



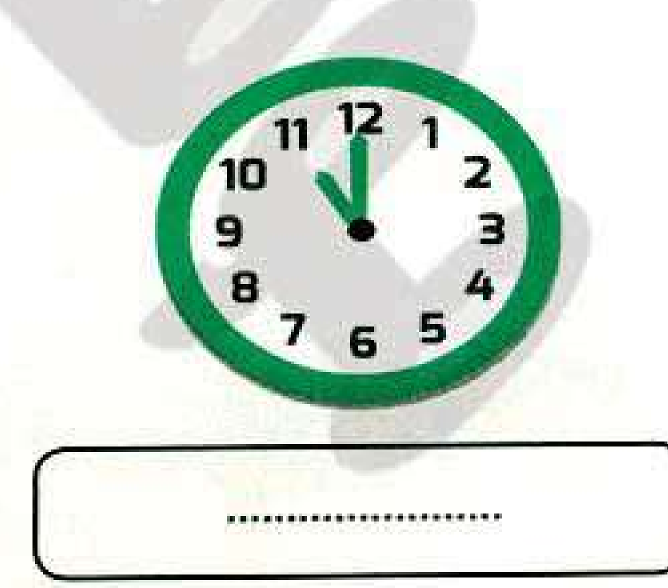
1 o'clock



....



....



....

• Ensure that your child understands the difference between the analog clock and the digital clock and that both of them are telling the time. When we get through a full hour, we say «o'clock».





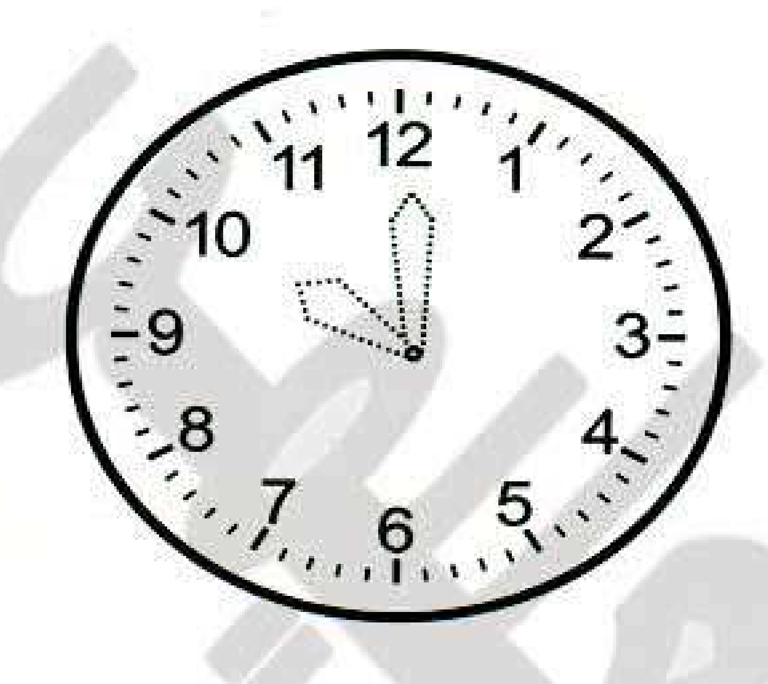
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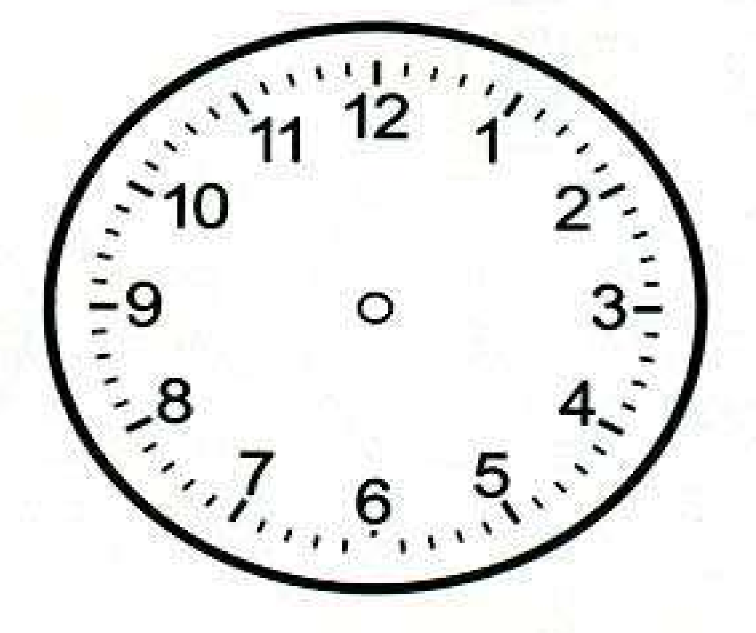
Daily Practice

Help your child to observe the analoge o´clock in his/her room and read time in the morning and evening and recognize the hours and minutes hands.

3- Draw the hours and minutes hands:



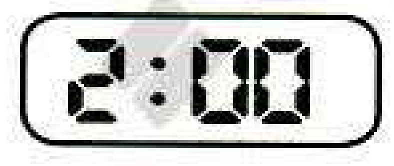
10 o'clock

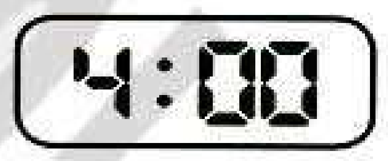


4 o'clock

4- Match each clock to the correct time:

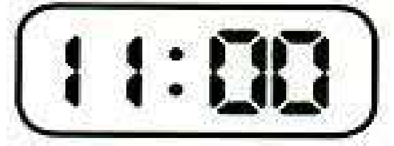


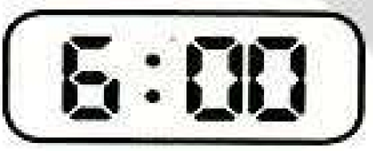






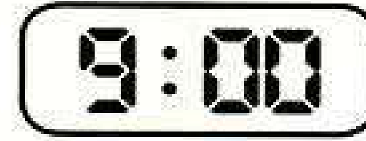


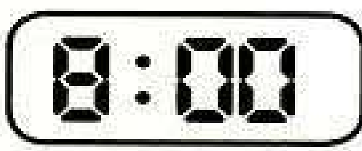
















- Help your child construct simple clocks and begin to understand the hours hand, then the minutes hand, and then both together to tell time.



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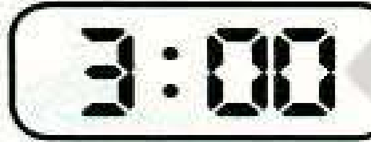


Daily Practice

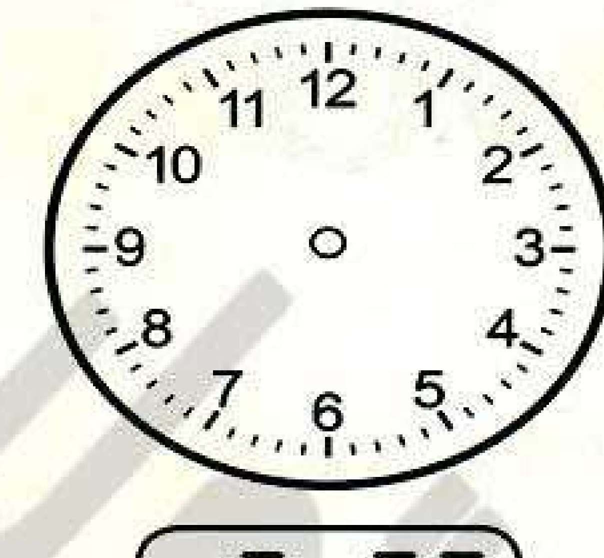
Help your child observe the analoge clock in his/her room and read time in the morning and evening and recognize the hours and minutes hands.

5- Draw the hours and minutes hands according to the given time:

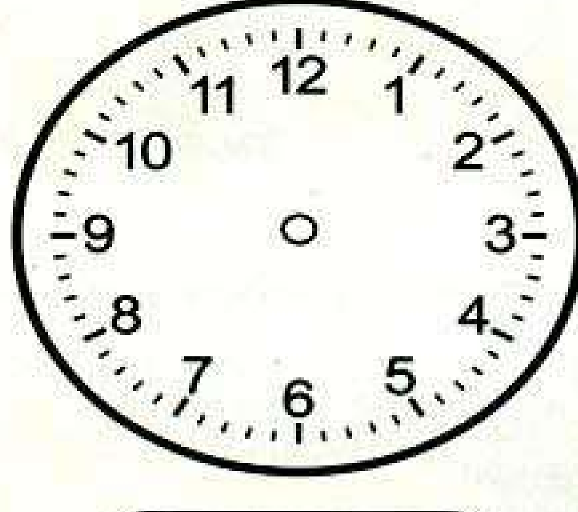




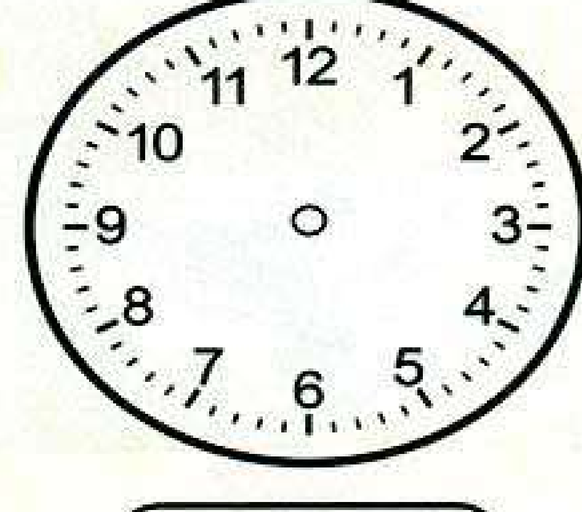
3:00



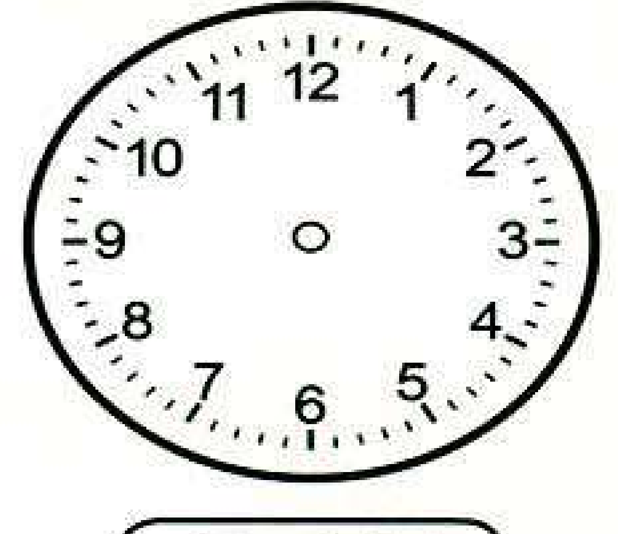
10:00



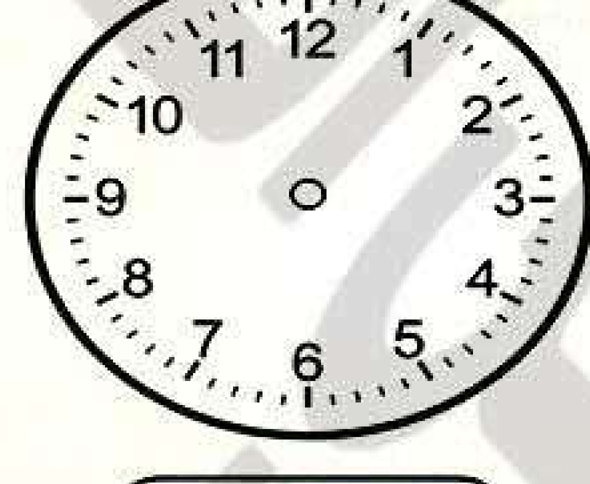
2:00



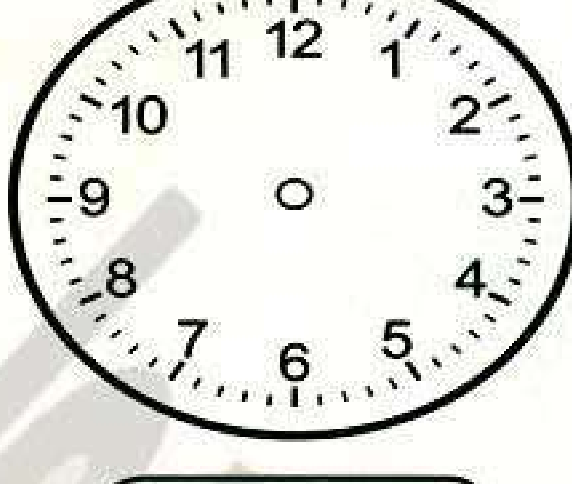
1:00



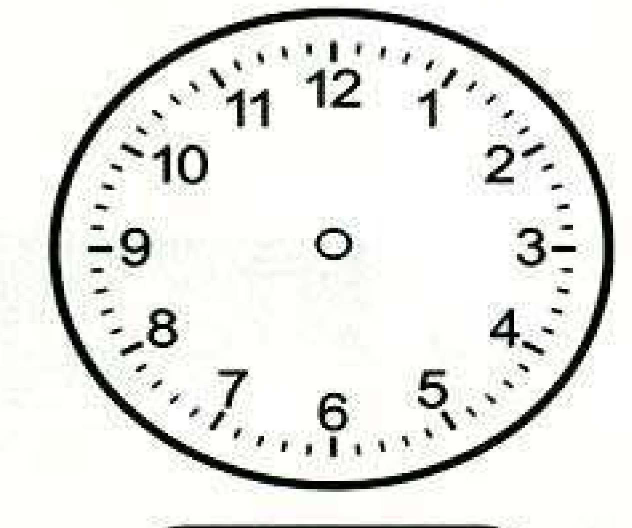
8:00



6:00



12:00



4:00



I discovered that:

A clock tells time and there are two types of clocks: analog clock and digital clock.
The long hand in the analog clock tells minutes and the short hand tells hours.

11:00

Digital clock

Analog clock

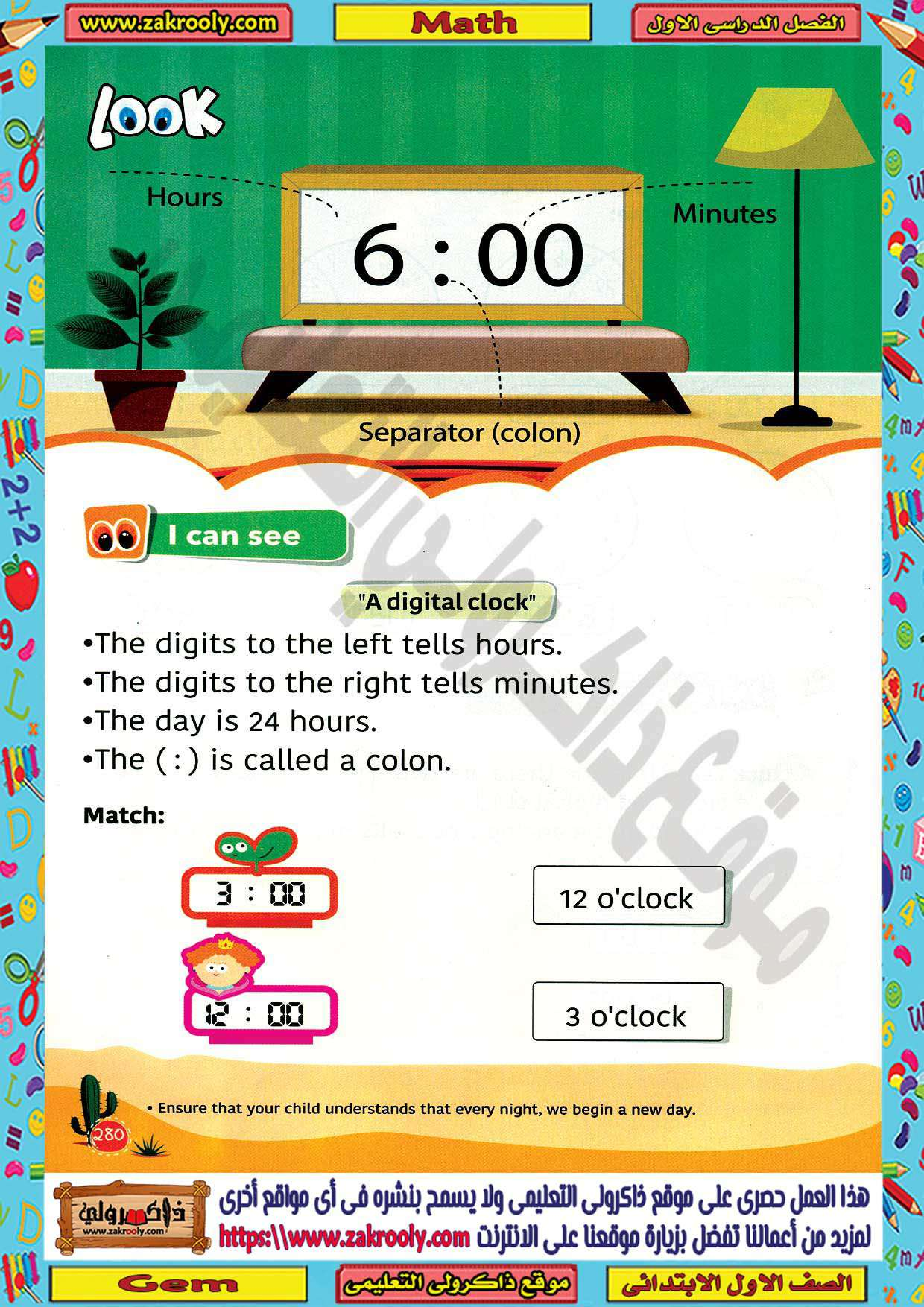
- Encourage your child to form the base of a paper clock. Relate a 12-section circle to the clocks, the hours hand and the minutes hand to tell time on an analog clock.





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I can see

"A digital clock"

- The digits to the left tells hours.
- The digits to the right tells minutes.
- The day is 24 hours.
- The (:) is called a colon.

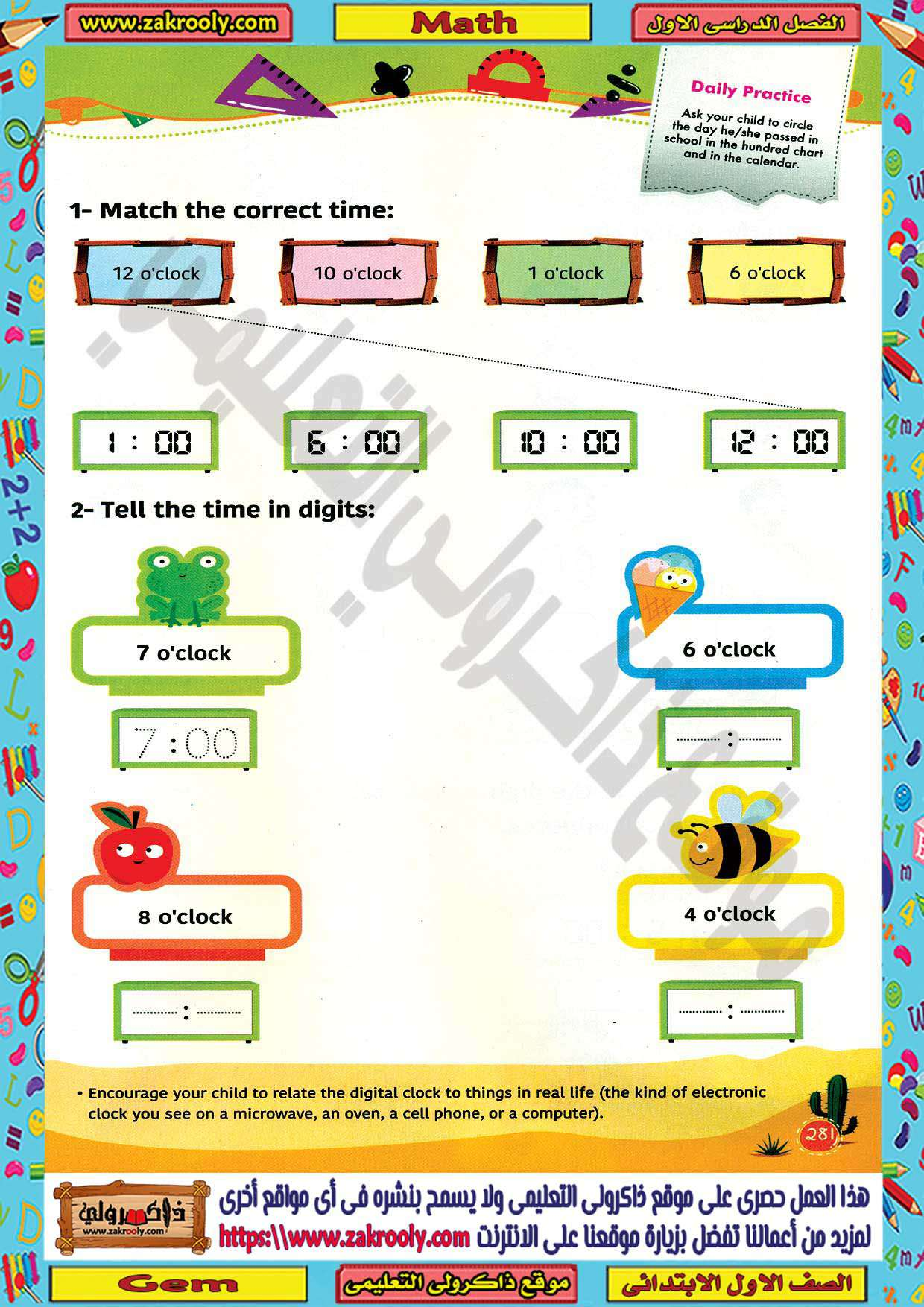
Match:

12 o'clock

3 o'clock

• Ensure that your child understands that every night, we begin a new day.

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Daily Practice

Ask your child to circle the day he/she passed in school in the hundred chart and in the calendar.

1- Match the correct time:

12 o'clock | 10 o'clock | 1 o'clock | 6 o'clock

1 : 00 | 6 : 00 | 10 : 00 | 12 : 00

2- Tell the time in digits:

7 o'clock

7 : 00

6 o'clock

.... : ....

8 o'clock

.... : ....

4 o'clock

.... : ....

- Encourage your child to relate the digital clock to things in real life (the kind of electronic clock you see on a microwave, an oven, a cell phone, or a computer).

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Daily Practice

Assist your child to read the digital clock and guide him/ her to the relation between the analog clock and the digital clock.

3- Fill the digital clock:

8 : 00	.... :	.... :	.... : ....
.... :	.... :	.... :	.... : ....

I discovered that:

The left digits in the digital clock tell hours and the right digits tell minutes.

What time is it?

5 : 00 ....

10 : 00 ....

Ensure that your child can understand how to read the digital clock: the hour first (point to the number). No extra minutes have passed (point to the zeros).

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100 Happy days in school

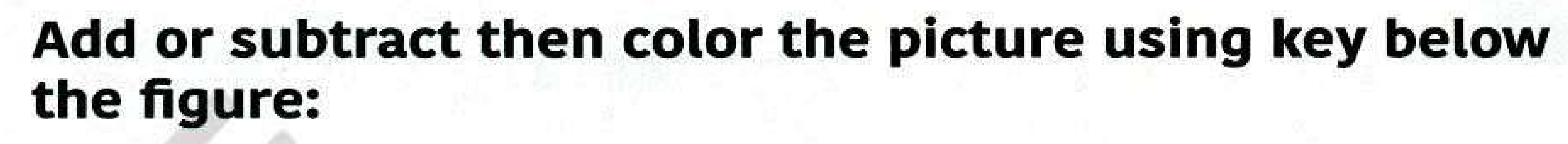
Complete the hundred chart:

1		3	4			7		9	
	12		14						20
	22			25					
31			34			37		39	
		43			46		48		
51				55		57			60
			64					69	
71		73			76				80
			84			87			
91					96			99	100





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Add or subtract then color the picture using key below the figure:

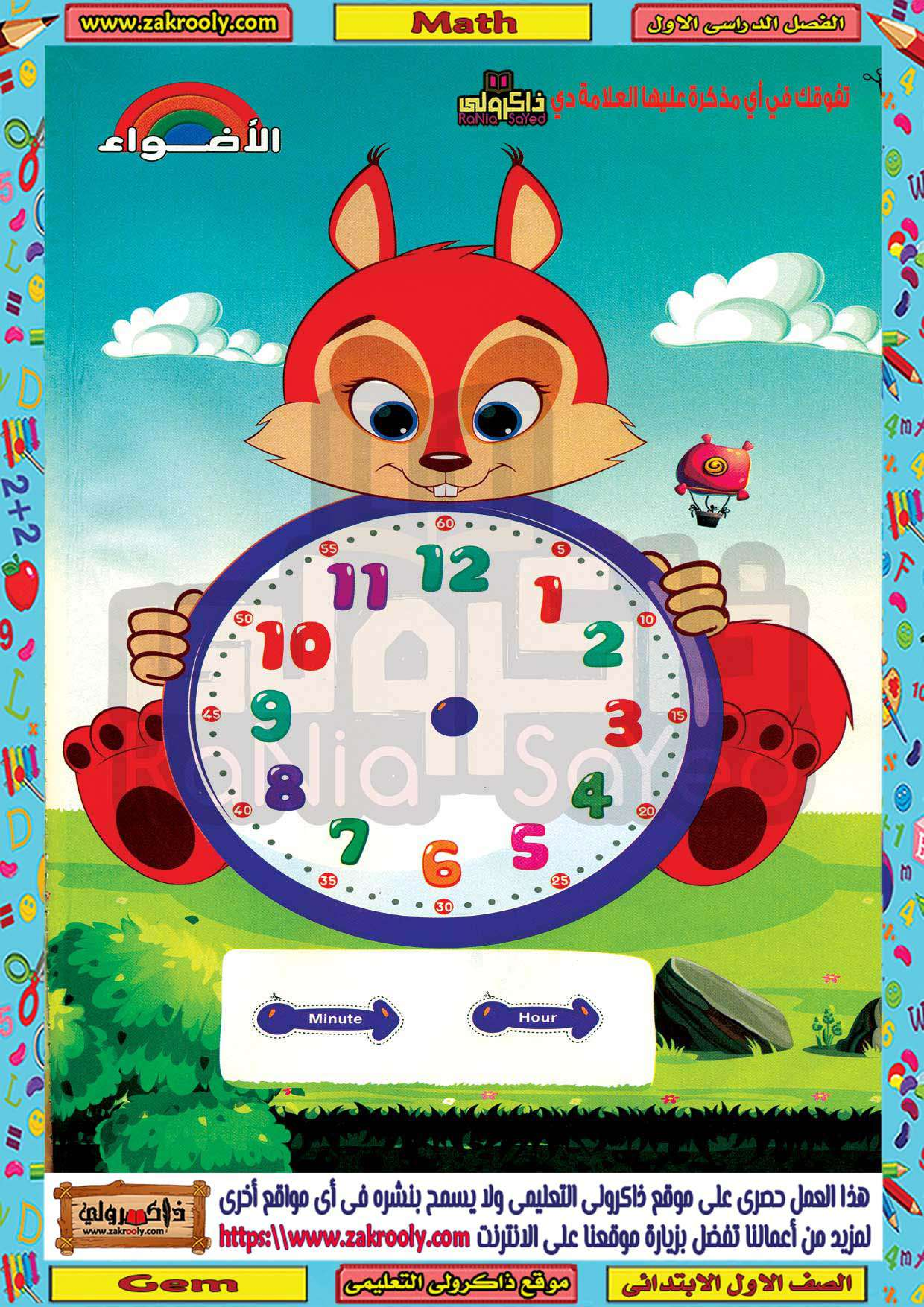
7 - 5 =
0 + 3 =
1 + 2 =
8 - 3 =
5 + 3 =
8 - 1 =
5 - 4 =
8 + 1 =
7 - 2 =
9 - 4 =
9 - 2 =
2 + 4 =
1 + 8 =
5 + 2 =
6 - 1 =
7 + 1 =
7 - 1 =
4 + 0 =
4 - 3 =
2 + 2 =
4 - 2 =
10 - 3 =

(1) purple	(4) red	(7) orange
(2) pink	(5) white	(8) yellow
(3) brown	(6) green	(9) blue





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